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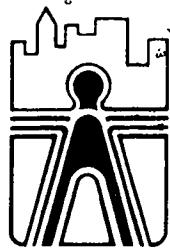
ABSTRACT

To reduce the narrowing effects of sex-role stereotyping on the career options of secondary students, a project was conducted using curriculum activities and experiences with nontraditional role models in school and community settings. The vehicle for meeting this goal was the existing Jefferson County (Colorado) experience-based career education program. Objectives of the project included (1) establish and maintain community involvement; (2) prepare curriculum materials; (3) prepare and deliver a staff inservice program; (4) implement the program; (5) evaluate the learning outcomes and project processes; and (6) disseminate results of the project. Over 150 members of the local community served as resource persons. Curriculum materials, including guidance activities and curriculum units for secondary students, were produced. Inservice programs were conducted for 30 teachers, counselors, library media specialists, and administrators. The project was implemented during a nine-week period with 110 students at three schools. A third-party evaluation was conducted, with both formative and summative data collected; and a brochure describing project goals and activities was disseminated. (Student curriculum materials, staff inservice materials, and the final evaluation report are included.) (Author/LMS)

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Placement of Juniors
Senior High School Students
Non-Traditional Career Education
Experiences in the Community

FINAL PROJECT PERFORMANCE REPORT

September 1978 prepared by: Dr. Robert E. Blum, Director
Ms. Linda Doyle, Project Specialist



Lorraine Alman

Jefferson County Public Schools
Career Education
1209 Quail Street
Lakewood, Colorado 80214

LC 020 257

PLACEMENT of JUNIOR and SENIOR HIGH SCHOOL STUDENTS in NON TRADITIONAL CAREER EXPLORATION EXPERIENCES in the COMMUNITY

Final Project Performance Report
October, 1978

JEFFERSON COUNTY SCHOOL DISTRICT R-1
1209 Quail Street, Lakewood, Colorado 80215
(303) 231-2368

This information is submitted in compliance with the U. S. Office of Education guidelines regarding Final Project Performance Reports for projects funded under Sections 402 and 406 of Public Law 93-380 (fiscal year 1977), and covers the period from October 1, 1977 to September 30, 1978.

Project #: 554AH70543
Grant #: G007700100

Project Category: Special Populations

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Jefferson County Review of PSE Report

Policy Studies in Education Report

SECTION II: Products and Materials

Student Curriculum Units

Junior High Unit

Senior High Unit

Staff Workshop Materials

Staff Inservice Module

ACKNOWLEDGEMENTS

The project could not have been designed, planned and conducted without the efforts of many committed individuals. Their valuable contributions and efforts are acknowledged and greatly appreciated.

School Staff

Wheat Ridge Junior High:
Jerry Wansen, Principal
Rich Berland, ECC teacher
Marge Bozarth, ECC teacher
Dorothy Lyons, Library Media Specialist

Jefferson Senior High:
Don Hansen, Administrator
Bruce MacMillan, ECC teacher
Paula Pearcy, ECC teacher
Jim Danenhauer, ECC teacher

Golden Senior High:
Leonard Brundage, principal
Roy Daugherty, ECC teacher
Ruby Hale, ECC teacher
Jill Christensen, ECC teacher
Bob Kinsey, ECC teacher

Project Steering Committee

Juli Young, student
Lea Ann Schrecengost, student
John Ryndfleisz, student
Lori Baker, student
Sherry Curnow, parent
Bonnie Snell, parent
Marcheta Henrich, Mountain Bell Representative
Don Hanser, administrator
Paula Pearcy, teacher
Bruce MacMillan, teacher
Roy Daugherty, teacher
Elena Newton, Community Resources Specialist
Mike Patterson, Community Resources Specialist

Career Education Staff

Mary Harris, Writer and Editor
Gerald Magley, Graphics Designer
Elizabeth Elann, Writer
Marilyn Browne, Secretary
Marviline Schlichte, Secretary

Students

All students enrolled in the ~~Experiments~~ in the Community programs at Wheat Ridge Junior High, Jefferson Senior High, and Golden Senior High as well as participating control-group students at Alameda Junior High, Green Mountain Senior and Pomona Senior High.

Control-Group Teachers

Alameda Junior High:
David Reith, ECC teacher
Jeanne Beck, ECC teacher

Bear Creek Senior High:
Laura Rothenfeld, ECC teacher

Green Mountain Senior High:
Sue Akerman, ECC teacher
Mildred Eccker, ECC teacher
Ken Boerner, ECC teacher

Pomona Senior High:
Bill Lewis, ECC teacher
Vivi Keeton, ECC teacher

Consultants

Martha Fair, Title I Consultant, Colorado Department of Education

Susan Walmsley, Affirmative Action Administrator, Jefferson County Schools

Nancy Scott, Institute for Quality in Education, University of Colorado at Denver

Special thanks to Cherie Nancy, Carolyn, Elena, and Marilyn.

REPORT ABSTRACT

Introduction and Objectives

The 1977-78 project, "Placement of Junior and Senior High School Students in Non-Traditional Career Exploration Experiences in the Community," was funded by the U.S. Office of Career Education (Grant # G00770001) and coordinated by Jefferson County Public Schools Career Education Department. The overall goal of this project was to reduce the narrowing effect of sex-role stereotyping on the career options students consider and pursue through curriculum activities and experiences with non-traditional role models in school and community settings. The vehicle for accomplishing this goal was the existing Jefferson County experience-based career education program, Exploring Careers in the Community, (ECC). Specific objectives of the project included: (1) Establish and maintain community involvement; (2) Prepare curriculum materials; (3) Prepare and deliver the staff development program; (4) Implement the program with ECC students; (5) Evaluate the learner outcomes and project processes; and (6) Disseminate results of the project.

Project Participants

Participants directly served by the project included approximately 110 students, grades 8-12, participating in the ECC program; 30 teachers, counselors, library media specialists and administrators, and more than 150 members of the local community (including parents) who served as resource persons and community instructors for exploration experiences. The racial/ethnic breakdown of students was approximately: Caucasian (95.5%), Hispanic (3.5%),

Asian (.8%), Black (.3%), and Native American (.2%). The number of male students were 50 and female students 60. The project was conducted on a pilot basis in one junior high and two senior high schools in the district.

II. Major Activities

Community Involvement The Project Steering Committee, consisting of students, parents, school staff and community representatives, was set up prior to implementation of the project with students. Committee members provided lists of potential student exploration sites and community contact people, as well as reviewing project materials and suggesting procedures and revisions. Over 150 community sites were recruited through the district Career Education Community Resources Clearinghouse for student non-traditional explorations. Many employers and employees at these sites served as community instructors as well as guest speakers in ECC classrooms. Parents were invited to attend guest speaker presentations and to accompany students on community site explorations.

Prepare Curriculum Materials Curriculum materials were developed as a result of planning/conceptualization sessions with teachers involved in the project and products included guidance activities and curriculum units for junior high and senior high. The guidance activities and curriculum units were based on ten specific student outcomes and resulted in activities including examining personal attitudes about sex-roles, identifying instances of sex-bias in career-related materials, applying examples of social, economic and legal factors which affect female/male participation in the work force,

and exploring non-traditional careers open to males and females. Commercial films, books and other resources related to the activities were made available through the district Career Education office.

Prepare and Deliver Inservice Program The inservice program included the Sex-Fair Career Guidance Workshop and the Self-Directed Staff Inservice Module. The workshop was planned and delivered by career education staff and two local consultants with expertise in the areas of career counseling, implementation of Title IX regulations, and reduction of sex-role stereotyping in career education materials and practices. Workshop participants included teachers, counselors, library media specialists and administrators from the three project schools, as well as school staff invited from eight additional secondary schools also conducting the ECC program, but not directly involved in the project.

The Self-Directed Staff Inservice Module was used with the nine project school ~~ESCs~~ teachers as a training tool and resource handbook. The Module included a variety of activities based on the twelve staff outcomes, and was designed to help teachers both facilitate and experience activities in the areas of sex-fair counseling, use of non-traditional guest speakers, setting up non-traditional community site explorations, encouraging parent involvement, analyzing career-related materials for sex-fairness and examining and applying the laws and social and economic factors related to sex-bias/sex-discrimination.

Implement the Program During a nine-week period in the spring of 1978, the project was implemented with 110 secondary students at the three project

schools. Activities included use of the curriculum materials, explorations with workers in non-traditional jobs at community sites, guest speaker presentations/panel discussions in the classroom, and counseling by ECC teachers with emphasis on encouraging students to explore a wide range of career options, particularly those considered non-traditional for males and females.

Evaluation Policy Studies in Education (PSE), a non-profit research organization based in New York, served as the third-party evaluator for the project. Both summative and formative data was collected. A pretest/post-test with control group design was used with a total of 16 teachers and 260 students to obtain summative data. The two instruments developed cooperatively by PSE and career education staff to collect this data were a pre/post questionnaire for teachers, and a pretest/post-test for students. Formative data was collected by PSE through interviews with selected project participants including teachers, students, parents, and community representatives. Evaluation results indicate that students who participated in the project activities and used the instructional materials substantially increased their awareness and knowledge of issues and information regarding sex-role stereotyping and non-traditional career options as compared with students who were not exposed to the program. Teacher gains at post-test time were not statistically significant, but reflected the pretest result indications that both experimental and control teachers already had a high level of knowledge and positive attitudes about sex-equity issues.

Dissemination A brochure describing project goals and activities was mailed to USOE project directors, directors of experience-based career

education programs, state coordinators of career education, and other parties requesting project information. The brochure was also used in the recruitment of community sites for non-traditional student explorations. The Final Project Performance Report includes student curriculum materials, staff inservice materials and the Final Evaluation Report and is available upon request from the Jefferson County Public Schools, Career Education Department, 1209 Quail Street, Lakewood, Colorado, 80215 (303) 231-2368.

PLACEMENT OF JUNIOR AND SENIOR HIGH SCHOOL STUDENTS IN NON-TRADITIONAL CAREER EXPLORATION EXPERIENCES IN THE COMMUNITY

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202
CAREER EDUCATION PROGRAM
PARTICIPANT SUMMARY

NOTE: Participants include those "actively involved" served by the project or, in the case of their parents and persons in the business/industry community, have actively assisted in project implementation. "Actively involved" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 81-11167

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column 8) NUMBER WHO ARE			OF THE TOTAL (column 10) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns 1-5) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)											
MIDDLE/JUNIOR HIGH (7-9)	—	—	—	48	2	50	—	—	—	23	27
SENIOR HIGH (10-12)				37	3	40				27	33
4-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-education)											
SUB-TOTAL				105	5	110				50	60
EDUCATIONAL PERSONNEL											
TEACHERS							16			8	8
COUNSELORS							5			3	2
ADMINISTRATORS							3			3	0
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY						approx. 130					
PARENTS						approx. 25					
OTHER (specify)						7					
Library media spec.											
TOTAL						316					

81 FORM 47, 8/76

FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT

Education Amendments 1974

2. FEDERAL GRANT NO. OR DIME

G007700100

ING NO.

NAME AND ADDRESS OF GRANTEE ORGANIZATION

Jefferson County School District R-1
1209 Quail Street
Lakewood, CO 80215

4. EMPLOYER IDENTIFICATION NO.

1-846002817-A1

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.

554AH70543

6. DRT

7. BASIS OF REP

 CASH ALLOWED

JMES

6. PROJECT PERIOD (Month, Day, Year)

FROM 10 01 77 TO 09 30 78

7. FUND PERIOD (Month, Day, Year)

FROM 10 01 77 TO 09 30 78

8. STATUS OF FUNDS

PROGRAMS - FUNCTIONS - ACTIVITIES

TOTAL

Total outlays previously reported

\$ 16,970

Total program outlays this period

11,293

LESS:

Program income credits

-0-

Net program outlays this period

11,293

Total program outlays to date

20,263

LFSS Non-Federal share of program outlays

0

Total Federal share of program outlays

20,263

Total unpaid obligations

Less Non-Federal share of unpaid obligations

Federal share of unpaid obligations

Unobliged funds

Total Federal share of unobliged funds

and unpaid obligations

Total Federal share of unobliged funds

Unobliged federal and Federal share

Indirect costs

Fees

Accrued expenses

Accruals

Other

Accrued expenses

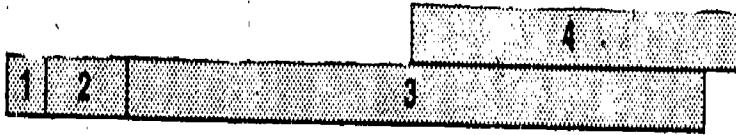
**PLACEMENT of JUNIOR and SENIOR HIGH SCHOOL STUDENT
CAREER EXPLORATION EXPERIENCES in the COMMUNITY**

ON-TRADITIONAL

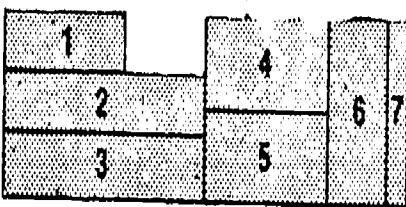
Schedule and Sequence of Project Activity

1977		1978									
SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG

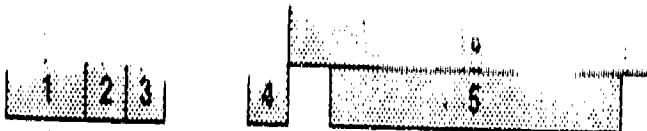
**OBJECTIVE A
COMMUNITY INVOLVEMENT**



**OBJECTIVE B
MATERIALS PREPARATION**



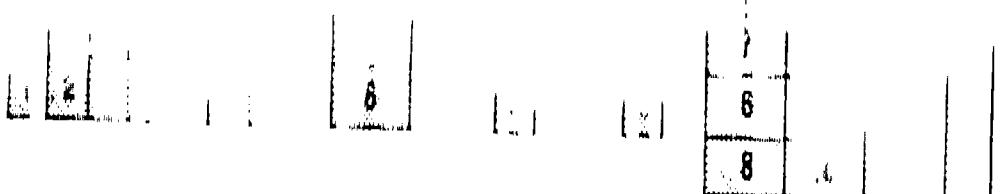
**OBJECTIVE C
IN-SERVICE PROGRAM**



**OBJECTIVE D
PROGRAM IMPLEMENTATION**



EVALUATION



DISSEMINATION



Objective A

ESTABLISH AND MAINTAIN COMMUNITY INVOLVEMENT

1. Establish Project Steering Committee.
2. Inform parents and community representatives about project.
3. Enlist parent and community support.
4. Invite parents to accompany students in ECC experiences

Objective B

PREPARE CURRICULUM MATERIALS

1. Review and revise current materials.
2. Develop and/or select curriculum materials to increase student awareness of sex-role stereotyping.
3. Duplicate materials.
4. Purchase resource materials.
5. Collect and assemble materials.
6. Deliver materials to schools

Objective C

IMPLEMENT THE PROGRAM

1. Encourage students
2. Place students in traditional career exploration.
3. Provide students with fair guidance and counseling.
4. Have students access information in the career guidance center
5. Involve students in seminar
6. Provide students with speakers

EVALUATE THE PROJECT ACTIVITIES AND PRODUCTS ACCOMPLISHING PROJECT OBJECTIVES

1. Initiate external evaluation
2. Plan evaluation procedures.
3. Identify and review available evaluation instruments
4. Select, revise and/or create instrumentation
5. Submit instruments to EEC
6. Evaluate student learning
7. Evaluate staff learning objectives
8. Evaluate project objectives
9. Assess effectiveness of the external evaluator
10. Evaluate the dissemination
11. Summarize and analyze evaluation data from all sources
12. Prepare and submit evaluation report

11/16

IMPLEMENT THE PROGRAM

1. Plan and prepare the program, program and materials
2. Arrange for college/in-service certification credit (if appropriate)
3. Conduct sessions to introduce project and materials.
4. Conduct training session to prepare staff to use sex fair counseling techniques
5. Conduct follow up sessions based on teacher/student needs

11/16/81

EVALUATE THE PROJECT ACTIVITIES AND PRODUCTS ACCOMPLISHING PROJECT OBJECTIVES

1. Initiate external evaluation
2. Plan evaluation procedures.
3. Create, build and evaluate project
4. Prepare and validate evaluation
5. Prepare and submit final report
6. Disseminate final report via mail
7. Disseminate materials, evaluation materials and evaluation report

FIGURE 2 April, 1978)

PLACEMENT of JUNIOR and SENIOR HIGH SCHOOL STUDENTS // RADITIONAL
CAREER EXPLORATION EXPERIENCES in the COMMUNITY

Schedule and Sequence of Project Activity

1977				1978						
SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL

COMMUNITY ORGANIZATION

2 3

1

1 2

MATERIALS EVALUATION

1 2

1

IN-SERVICE TRAINING

1

PRACTICAL

EVALUATION

1 2

DISSEMINATION

1 2

FIGURE - September, 1978

PLACEMENT of JUNIOR and SENIOR HIGH SCHOOL STUDENTS
CARRYING OUT TRADITIONAL
CAREER EXPLORATION EXPERIENCES in the COMMUNITY

Schedule and Sequence of Project Activity

1977				1978							
SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG

ACTIVITY A
COMMUNITY INVOLVEMENT

2 3

1

1

ACTIVITY B
MATERIALS PREPARATION

1 2 3 4 5 6

ACTIVITY C
IN-SERVICE PROGRAM

1

ACTIVITY D
PROGRAM EVALUATION

1

ACTIVITY E
EVALUATION

1

ACTIVITY F
DISSEMINATION

1

2 1

PLACEMENT OF JUNIOR AND SENIOR HIGH SCHOOL
IN NON-TRADITIONAL CAREER EXPLORATION EXPERIENCES
IN THE COMMUNITY

Introduction

The 1977-78 project, "Placement of Junior and Senior High School Students in Non-Traditional-Career Exploration Experiences in the Community," was funded by the U.S. Office of Career Education and conducted by the Jefferson County Public Schools Career Education Department. The major goal of the project was to reduce the narrowing effects of sex role stereotyping on the career options secondary students consider and pursue through curriculum activities and experience with non-traditional role models in school and community settings. The vehicle for accomplishing this goal was the existing Jefferson County experiential-based career education program, EXPLORING CAREERS IN THE COMMUNITY (ECC).

Specific objectives of the project were to increase student interest in non-traditional involvement (2) expand curriculum activities for non-traditional involvement (3) implement the program in the schools and (4) evaluate the program.

Activities

1. Establish and Maintain Community Involvement. An important factor to successful operation of the project was the initial and continuing involvement of the local community. A major vehicle for recruiting community sites and guest speakers for student non-traditional exploration experience was the district Career Education Community Resource Clearinghouse established with CETA Funding in 1977.

In September and October of the project year, three community representatives from Mountain Bell Telephone, Colorado, Southwest contractors, Mountain States Employment Council, and Colorado Association of Commerce and Industry were asked to supply lists of potential non-traditional community resources for the project. With these lists and additional contacts provided by the Community Resource Clearinghouse, students were exposed to 150 community, local government, business, industry, and educational organizations in addition to the local school system. This exposure to the community was the first step in the development of the project's "Community Resource Clearinghouse".

monthly, once before the project was implemented with students once during implementation, and once after implementation. Input from community members provided formative data for continuing operation of the project revision of materials and procedures.

Parents and community members were informed about the project with a descriptive brochure as well as by informal exchanges of information. Parents were invited to attend the guest speaker/panel presentations at the project schools and to accompany students on non-traditional community site visits. Unfortunately, parent participation in this activity was extremely low. According to both students and teachers in the program, this lack of involvement was attributable more to the fact that student activities occurred during working hours (thus preventing many parents from attending) than to lack of interest or desire to become involved. Parents did become involved when called upon to suggest or provide community work sites for student exploration/experience.

The overall response of the community was positive. This was reflected in the following comments of parents and community members. One from a wide range of occupations (from business to the arts) is as follows:

- 1. I think it's great. I think it's a good idea. I think it's a good way to get people involved in their community.
- 2. I think it's a good idea. I think it's a good way to get people involved in their community.
- 3. I think it's a good idea. I think it's a good way to get people involved in their community.
- 4. I think it's a good idea. I think it's a good way to get people involved in their community.
- 5. I think it's a good idea. I think it's a good way to get people involved in their community.

Initial planning and conceptualization of the student materials was begun in the fall of 1978. ECC teachers generated and outlined a variety of activity ideas. It was originally planned that teachers would not only conceptualize the activities, but write them as well. Because of extensive demands of the developing ECC programs, teacher products were limited in completeness, but served to structure the basic student materials. Finished activity pieces were created through cooperative efforts of the Project Specialist and two writers with extensive experience in career education curriculum development.

Student materials include (1) Guidance Activities ("Who am I?" and "He or She," and G 10, "Type Casting") which introduce concepts related to female male roles in society and (2) one curriculum unit for the junior high level ("Exploring male and female career Roles") and one for the senior high level ("Who are We?"). The guidance activities are designed to be used with 7th grade students and 10th grade students. The curriculum units are meant to be used with 8th grade students to meet the needs of the junior high school. The guidance activities are designed to be used with all grade levels. The curriculum units are designed to be used with 8th grade students to meet the needs of the senior high school.

For more information contact:

Project Specialist
ECC

1000 University Street
Seattle, Washington 98101

(206) 467-4000 ext. 200

Full Text Provided by ERIC

design, it was intended that staff experience the same kinds of activities as students, in addition to being prepared to serve as knowledgeable resource persons for the student activities. Planning and conceptualization of the staff inservice program was a joint effort of teachers and career education staff, and resulted in some modification of the original inservice design.

Constrictions on teacher release time and after-school time were major considerations in altering the format, but not the content, of the inservice program. (Originally, all inservice activities were to be conducted in a workshop setting.) The option of receiving college/recertification credit for the workshop time was offered in an informal survey conducted among school staff during the planning meetings of Fall, 1978. This option was rejected, and teachers agreed upon an alternative format they felt to be more reflective of their needs. The new format provided for instruction in the use of the Community Resources Clearinghouse, participation in the Sex-Fair Career Guidance Workshop and self-paced completion of the Staff Inservice Module. Each is explained briefly below.

In October, November and December of 1977, meetings were conducted by career education staff and attended by all ECC school staff to provide information about the use of the Career Education Community Resources Clearinghouse and the accessing of non-traditional guest speakers and community sites for student exploration experiences. Through these meetings, and through periodic meetings held later in the project year, adaptations of clearinghouse procedures were made based on changing student and teacher needs.

The Sex-Fair Guidance Workshop was conducted on two consecutive days,

February 15 and 16, 1978. The same program was offered each day to avoid the use of substitutes in ECC classrooms, which teachers felt would hinder the operation of their on-going programs. (Because each ECC classroom had at least two subject area teachers working jointly in the program, workshop attendance could be arranged so at least one experienced ECC teacher remained in the classroom each day.) Workshop participants were teachers, counselors, library media specialists and administrators from the three project schools, as well as ECC staff from eight additional district secondary schools not directly involved in the project.

The workshop was planned and delivered by career education staff and two local consultants with expertise in the areas of career counseling, implementation of Title IX Regulations, and promoting sex-equity in career education materials and practices: Dr. Nancy Scott, Director of the Institute for Equality in Education at the University of Colorado at Denver, and Dr. Martha Fair, Title IX Consultant for the Colorado State Department of Education. Major objectives of the workshop were to have participants (1) identify personal values regarding male/female roles, (2) identify sex-bias in career-related materials and practices; and (3) demonstrate ability to use selected sex-fair materials and guidance techniques in a simulated classroom/counseling situation.

Workshop activities included the pretesting of experimental and randomly selected control group teachers, guest speaker presentations, small group activities, and large group discussion related to the workshop objectives. A brief Workshop Evaluation Sheet was administered to participants at the end of the day. Participants indicated that they felt more time was needed to adequately cover the workshop objectives, particularly the

"practice" counseling situations, but that the workshop was both necessary and an important way to help teachers increase their awareness about sex-role stereotyping. Sample workshop materials are found in Section II of this report.

The Self-Directed Staff Inservice Module was utilized by nine project school ECC teachers as a training tool and resource handbook. The Module included a variety of activities generated from the staff outcomes, and was designed to help teachers provide sex-fair counseling, set up non-traditional guest speaker presentations and community site exploration, encourage parent involvement, analyze career-related materials for sex-fairness, examine the social/economic factors and apply the laws related to sex-bias and discrimination.

The Module was designed so that teachers received the information necessary to conduct the project with students, as well as experiencing some of the same activities students would be doing. The format allowed teachers to work at their own paces within the hours of program operation, thus alleviating the problem of trying to conduct these activities in a workshop setting alone. A brief session to introduce teachers to the inservice module and student curriculum materials was conducted on a school-by-school basis prior to the beginning of pilot testing in April 1978.

After program implementation, teachers were post-tested and interviewed to obtain feedback for the revision of the Inservice Module. Revisions reflect the reaction on the part of teachers that the Module (1) was a necessary learning tool and resource handbook, (2) should be shortened to contain the most pertinent information and activities which relate to the student program and (3) should give more meaningful emphasis to activities

dealing with the practice and monitoring of sex-fair counseling techniques, since that is still an area in which teachers with little counselor training feel unprepared. The Staff Inservice Module can be found in Section II of this report.

IV. Implement the Program During a nine-week period in April and May of 1978, the program was implemented with 110 8-12th grade ECC students in the three project schools. Activities included: use of the curriculum materials, explorations with workers in non-traditional jobs at community sites, guest speaker/panel discussion presentations in the classroom, and counseling by ECC teachers with emphasis on encouraging each student to consider and explore a wide range of career options, particularly those considered non-traditional for the student's sex.

The original implementation plan was to pilot the non-traditional roles project twice during the school year, once during the winter and once during the spring semester of 1978. Because the complete ECC program was under development concurrently with project operation, it was not possible to pilot the program twice. The most appropriate time for implementing the project became the final nine weeks of ECC program operation in spring, 1978. This change did not hinder implementation, but did prompt one school in the project (Golden Senior High) to modify the way curriculum materials were used with students.

Implementation occurred similarly in two of the project schools, Wheat Ridge Junior High and Jefferson Senior High. At Wheat Ridge Junior, students were pretested and introduced to the concept of traditional and non-traditional career roles with the guidance activity, "The Fable of He and She." Students were then assigned the curriculum unit, "Exploring Male and Female Career

Roles," and worked individually to complete the unit (including a requirement of at least one non-traditional community exploration experience) over a period of about four weeks. In May, speakers from Western Federal Savings (male bank teller), City of Lakewood Police (female officer), AT&T Longlines (male service assistant), and a female veterinarian in private practice participated with students in rotating small group discussions dealing with opportunities for non-traditional careers in the presentors' respective fields.

At Jefferson Senior High, after student pretesting, the guidance activity "Type-Casting" was conducted with the entire class to introduce concepts related to sex-role stereotyping. A panel discussion was conducted in May, including representatives from Grubin & Company (female real estate agent), University of Colorado School of Nursing (male nurse), City of Lakewood Police (female officer), and a male homemaker. Students had an opportunity to question speakers about their non-traditional jobs, lifestyles, personal feelings and attitudes throughout and following the presentations. Students then completed the senior high curriculum unit, "Who Are We?," over a three-week period.

Golden Senior High School, referred to earlier in this section, chose to modify the project because of particular needs of their full-day ECC program. Teachers drew upon the curriculum unit, "Who Are We?," for particular activities to conduct in a seminar-style format with small groups of students. Golden students elected to invite speakers to address the topic of affirmative action in industry, government and education, taking a slightly different perspective than the other two project schools. Guest speaker presentations were made by representatives from the regional U.S.

Office of Civil Rights and Mountain Bell Telephone. Small group discussion followed, addressing issues related to race and sex "quotas" in business, industry, government and educational institutions. Students also discussed their personal attitudes about the roles of females and males in the work force, using the "Male/Female Roles Self-Rating Scale" provided in the curriculum unit.

In all three schools, teachers were periodically provided with updated lists of community sites offering non-traditional exploration experiences. Students were able to choose sites from these lists (or any other available sites which offered similar experiences) based on their interests in a particular occupation or career field. Through weekly as well as "need basis" counseling sessions with teachers, all students were encouraged to explore careers non-traditional for their sex. At the end of May and into early June, 1978, students were post-tested to determine the effects of the program on their attitudes, perceptions and knowledge of male/female career roles and options.

V. Evaluation The Evaluation Plan was developed by November of the project year and included, by objective, the type of measurement to be used, responsibilities of both the external evaluator and the project staff, and the documentation or instrumentation to measure attainment of learner outcomes and project objectives.

Evaluation instruments developed jointly by the external evaluator, Policy Studies in Education, and Jefferson County project staff include the Staff Pre/Post Questionnaire and the Student Pre/Post Test. The instruments were designed to measure cognitive and attitudinal growth based on the staff

and student outcomes. Both staff and student instruments were paper and pencil tests, including multiple choice questions, checklists, and fill-in-the-blank items. In addition, written evaluations for the Sex-Fair Career Guidance Workshop were obtained from teachers, counselors, library media specialists and administrators who participated.

Staff Questionnaires were administered to experimental and control groups of teachers in the Exploring Careers in the Community program at the beginning of the Sex-Fair Career Guidance Workshop in February, and again after experimental group teachers completed work on the Self-Directed Staff Inservice Module in May. Project students were tested before their exposure to the curriculum materials and project-related activities in April, and again after exposure, in late May and early June. A similar control group of students participating in the ECC program (but not the project) were pre- and post-tested for comparative purposes.

After project implementation, the external evaluator reviewed items of documentation and project materials. Evaluation interviews were conducted with selected students, parents, teachers and community representatives who took part in the project. Information from the interviews provided helpful formative data which was then used to make revisions in the student curriculum materials and the Staff Inservice Module. An additional source of formative data was the information compiled from the brief evaluation sheets completed by participants attending the Sex-Fair Career Guidance Workshop. Both formative and summative data was analyzed and presented by the external evaluator in a first-draft evaluation report which was reviewed by project staff. The Final Evaluation Report details evaluation design, instruments

developed, testing results, and analysis of project success and can be found in Section I of this report.

VI. Dissemination Final plans for disseminating information about and results of the project were made in fall, 1978. Dissemination materials are (1) a brochure describing project goals and activities and (2) the Final Project Performance Report, including student curriculum materials, staff inservice materials, and the Evaluation Report.

The brochure was mailed beginning in February 1978 to U.S. Office of Education Project Directors, directors of experience-based career education programs, State Coordinators of Career Education, and other parties requesting project information. The brochure also served as an excellent tool in the recruitment of community sites for non-traditional student explorations throughout the project year. The Final Report is available, upon request, from Jefferson County Public Schools.

PLACEMENT OF JUNIOR AND SENIOR HIGH SCHOOL STUDENTS
IN NON-TRADITIONAL CAREER EXPLORATION EXPERIENCES
IN THE COMMUNITY

Review of the Final Evaluation Report
Submitted to the Jefferson County Public Schools Department of
Career Education, Lakewood, Colorado
by Policy Studies in Education, New York, New York

September 1978

The Final Evaluation Report for the 1977-78 project, "Placement of Junior and Senior High School Students in Non-Traditional Career Exploration Experiences in the Community," while not presented in formal, heavily analytical or statistic-laden style, communicated in understandable terms the formative data requested of the third party evaluator by the project staff. The formative data was particularly helpful in revisions of both staff and student instructional materials. Suggestions proposed by Policy Studies in Education were carefully considered, and several revisions made in the instructional materials were based on these suggested changes. Refinement of either the student or staff evaluation instruments will be made if they are used in future implementation of the program.

Agreed upon deadlines and time schedules were met by the external evaluator. Communication between the project staff and PSE was maintained throughout the project year and proved to be sufficient in facilitating project evaluation activities.

Improvements which would have added to the completeness of the Evaluation Report and served to formalize the presentation are the inclusion of 1) an evaluation Report Abstract, and 2) a summary of demographic data for both students and staff involved in the project. Additionally, as the Evaluation Report itself stated, certain items on the measurement instruments (items designed to discern change in student or staff attitudes regarding sex-role stereotyping of male/female roles) might have been written to discriminate more sensitively.

Overall, both the Evaluation Report and the relationship maintained with Policy Studies in Education staff throughout the project year were sufficient, accommodated the needs of the project, and contributed to constructive revision of project materials and procedures.

POLICY STUDIES IN EDUCATION

880 FIFTH AVENUE • NEW YORK, N.Y. 10019

FINAL EVALUATION REPORT

FOR

**PLACEMENT OF JUNIOR AND SENIOR HIGH SCHOOL STUDENTS
IN NONTRADITIONAL CAREER EXPLORATION EXPERIENCES IN THE COMMUNITY**

Prepared for

**Jefferson County Public Schools
Jefferson County, Colorado**

August 18, 1978

A DIVISION OF THE ACADEMY FOR EDUCATIONAL DEVELOPMENT

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INTRODUCTION

Policy Studies in Education (PSE), a Division of the Academy for Educational Development, a non-profit research organization based in New York City, served as the third-party evaluator of this Project, "Placement of Junior and Senior High School Students in Non-Traditional Career Exploration Experiences in the Community," part of the Jefferson County (Colorado) Exploring Careers in the Community Program. Our work was conducted during the 1977-78 project year and included a variety of formative and summative evaluation tasks.

PSE developed two instruments during the year for our use in evaluating the Project--a pre/post questionnaire for teachers participating in the Project and a pretest/posttest for students participating in the Project. The administration of these instruments and the results are fully described in this report. While these results provide summative evaluation data on teacher and student learning during this first pilot year of the Project, we have presented the data in a way which we feel will help the Project staff as they work on refining Project materials and components in preparation for further implementation of the Project. In order to gather strictly formative evaluation information, PSE made a site visit to Jefferson County in June, 1978, to interview Project participants--administrators, teachers, students, and community members--about the Project and to review and critique Project materials which have been developed for teachers and students. Our summary of this site visit and recommendations based on it are also included in this report.

We have presented the site visit report first so that the reader can gain a more thorough understanding of the Project and so that some of our

recommendations based on this visit can be kept in mind as we describe later the strengths and weaknesses in student and teacher learning which become apparent from the test and questionnaire results. Student test results are presented next, followed by findings from the teacher questionnaire.

**SITE VISIT REPORT--
INTERVIEWS WITH PROJECT PARTICIPANTS
AND REVIEW OF PROJECT MATERIALS**

PSE staff conducted a site visit in Jefferson County on June 1, 1978, for the purposes of: (1) interviewing Project participants--administrators, teachers, students, and community members--to determine their feelings about the effectiveness of the Project and their suggestions for Project improvement; and (2) reviewing the latest versions of the student and teacher materials created for the Project. These formative evaluation comments are offered to help the Project staff as they revise Project materials for next year and take another look at Project components.

First of all, we would like to make some general comments on the materials themselves. PSE feels that the materials--both student and teacher--are outstanding. They are certainly as good as any materials we have seen on the subject of nontraditional roles and sex stereotyping. They cover a variety of aspects of the topic--from personal feelings and values to hard facts and statistics about the laws and the labor market. The range of activities and topics covered is quite excellent. The outcomes which are listed for staff and students are sound and specific and should give both groups a clear idea of what they will accomplish through use of these materials.

One concern which was expressed by several of the faculty in the three different schools which PSE staff visited focused on the student materials directly, but we think it is equally applicable to the teacher materials as well. The faculty members felt that students were developing an intellectual understanding of sex stereotyping and nontraditional roles, but that the materials were not getting past that level of intellectual thinking down to the students' real feelings about male and female roles. In other words, students might be

able to give the right answer on a cognitive test, but their opinions and attitudes would not have changed substantially. We talked at length about whether or not feelings and attitudes were the province of teachers. Was it the teacher's responsibility or even right to try to change students' attitudes and values? Most of the faculty members we spoke to felt that it was not.

(1) settling government and public issues
(2) values and promoting a set of principles
(3) by other organizations as well as the school
and female roles. PSE believes that presenting this material and giving students the information they need to analyze opposing or nontraditional roles coupled with individual choice, if this is needed--and indeed that was provided on occasion--will do as probably as far as most of these teachers feel comfortable with this material. However, if they can get students to that point, an impressive accomplishment.

The unconvincing nature of this subject leads us to believe that traditional values and attitudes may be more difficult to change than attitudes or concepts held by their teachers or other adults. In fact, the students' own attitudes may not be changed at all. They may not care what they hold ... that they are not asked to change. "I don't care" is often the attitude of young people. If they are not asked to change, they are not asked to defend their attitudes. If they are asked to change, they are asked to defend them. This is a difficult situation.

whether traditional or not--need to be ones that they feel comfortable with at that point in their lives. Let the teachers discuss what their students are like and how they feel they can best give students a better understanding of themselves and their alternatives.

There is one other concern which affects the materials ; recall, 75% of the staff and students felt that the material was heavily weighted towards female-oriented information and concerns at the expense of male oriented information and concerns such as: (1) males in nontraditional roles; (2) sex discrimination; and (3) dealing on an emotional level with women taking new positions in the world of work or at home. For both the male teachers who have to use these materials and the male students who need to be able to make some kind of identification with the materials, some exercises or parts of exercises might be added or rewritten to focus on male concerns. PSE feels this would make the materials much more interesting and palatable and would be a good supplemental to the already excellent information provided on female concerns.

REFERENCES AND NOTES

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* own viewpoints rather than comp. doing standard school exercises like 50 math problems The junior high school students whom we interviewed did feel that their attitudes had changed as a result of using these materials and that they understood better the options available to them in choosing a role for themselves in the world of work

Here are a few comments on it. It did not work. It was not a big winner. Teachers felt it took a lot of time. Most students spent the time on it, many of them missed the point. The students whom we spoke did not enjoy doing the activity either. It may have been a good or catchy idea, but it does not seem to be working very well, we would recommend that it be revised. For instance, the cards might be supplied so that it would not have to go out and look for them. Students had commented that it is hard to find baby cards for one sex or the other in the places they looked. This may or may not be true, but if it is, it does pose an unnecessary problem which keeps the students from getting to the point of the exercise.

Next, the statistics and facts which are included in the material, are
quite good. The materials supply a tool or instrumentation and evidence enough
readable and interesting to some students in educational experiments.
Some of the facts seem to indicate that there is a definite relationship
between the amount of time spent in reading and the amount of time spent in
studying the material.

We think this would give a more immediate and memorable quality to the material which tends to be somewhat dry, according to the students and teachers. Consider finding some lawyers in your area who would be willing to talk on this subject and include their names as resource persons with this activity so teachers can get them in touch with you if you need help.

Another aspect of the interview is, of course, the quality of the interview itself. The teachers at the learning center felt that it was not good enough. In other words, students could slide through easily; they even felt that students had simply made up the information rather than the work of interviewing a community member. That teacher suggested that a summary of the whole interview be required so that students were forced to provide more information in a more detailed fashion, rather than simply a few several questions. A written summary might also have the extra benefit of helping students improve their written communication skills. Furthermore, as students did their interviews by telephone rather than in person, and PSE thinks that loses the quality of seeing someone at work in a nontraditional field and getting a firsthand feeling for what it is like to be around a doctor or nurse, for instance. PSE would encourage the Project staff to assign the activity so students are aware that they must go out and find someone in the community and do the interview in person. It does not have to be a long interview. For most of these students 20-30 minutes would be sufficient. The students in the interview did say that the subjects, such as doctors and nurses, talked to them in terms of "we" and "you" problems so the students feel that they thought it was the learning experience that was important. They also thought it was important to have the teacher present during the interview so she could help the students if they had any trouble.

brought in--and letting students talk to them in small groups in the classroom. The students rotated from group to group so that each student had a chance to speak to each nontraditional worker in a small group setting. Both students and teachers were very much impressed with this activity, and they

for instance, said it would be like. Students tended to feel that women in nontraditional occupations are normal people who are simply going what they like do, regardless of what people have been brought up to believe about them. One of the teachers made an interesting suggestion: married couples, both whom work in nontraditional roles or not--should be brought in to talk to students so they can see what it is like when both the wife and the husband work. This will help students believe that it is acceptable for women to and that they do not have to sacrifice a home and family when they do so.

A final technical comment on the junior high school mini-unit. Based on the version of the materials we reviewed (this may not have been the final version) we feel that it is confusing for the user to try to find the attachment to the text and follow the mini-unit since if there is any one attachment it is the largest file the student has to go through. It is preferable to have the attachments at the end of the text so the teacher can copy and then have students go right to the attachment when they want to. The unit is designed to be used by students in a classroom setting, and therefore it is better to have the attachments at the end of the text.

Attachment 1
A. How to Plan a Unit

Attachment 2
B. How to Plan a Unit

Attachment 3
C. How to Plan a Unit

Attachment 4
D. How to Plan a Unit

Attachment 5
E. How to Plan a Unit

Attachment 6
F. How to Plan a Unit

Attachment 7
G. How to Plan a Unit

Attachment 8
H. How to Plan a Unit

Attachment 9
I. How to Plan a Unit

Attachment 10
J. How to Plan a Unit

Attachment 11
K. How to Plan a Unit

Attachment 12
L. How to Plan a Unit

Attachment 13
M. How to Plan a Unit

Senior High Materials

Two overall comments need to be made regarding the senior high school materials before discussing the specific exercises in them. First, the Project staff needs to decide whether or not to force students to do a nontraditional role. It is felt that the Project probably needs to be found in the community. An exploration on-site with a worker in a nontraditional role would give a student an interest in a specific nontraditional occupation. Certainly, it would not hurt a student to do a one-day exploration for the attitudinal and job-oriented side of the nontraditional role coin, rather than the job information side of the coin. The Project staff should discuss this matter further with the faculty members in the high schools and see what their feelings are about it. We think they have some fairly strong opinions to express.

A second overall comment concerns using the materials as a whole. Lumping them up and in effect, infusing them throughout the program by scattering them and other topics like a bunch of sunflower seeds and those who eat the seeds. Along with some of the materials, the Project staff and teachers, the media center, the library, the guidance office, students might view the nontraditional role as a negative experience. This is likely to be the case if the materials are presented in this manner. If the materials are presented in a positive manner, the students will be more inclined to explore the nontraditional roles.

However, when we asked students their opinions, they seemed to like having the materials together in one unit. It was more forceful and effective, the students thought. Indeed, the information and attitudes they gained as a result of using the materials did seem to have stuck with them. For instance,

ml 11

84 8; 14 11 10 10 11

Therefore, it seems a logical alternative to a full-unit approach for students to handle as they would like. A hybrid approach does not seem to be justified. We would advise that these approaches be discussed with your senior high teachers--the full-unit approach versus the scattered, infused approach--and see what their ideas are. One school wants to try it one way and another the other way so that the Project can get feedback on both and then can make the best decision, based on how much is learned using the different approaches.

Here are some more specific comments on certain exchanges in the meeting. FSS thinks that the letter to the publisher pointing out implausibility of some of the publisher's materials is a quite good and illuminating example. At a similar activity, it may have been a substitute for this one. The teacher, looked at a brochure from a company and suggested it to his students. Students seemed to enjoy that just as much as did the teacher.

Again, our thanks to you for your excellent work.

What would you like to add to this exchange?

At this time, we would like to thank you again for your excellent work.

Again, our thanks to you for your excellent work.

At this time, we would like to thank you again for your excellent work.

Again, our thanks to you for your excellent work.

At this time, we would like to thank you again for your excellent work.

Again, our thanks to you for your excellent work.

At this time, we would like to thank you again for your excellent work.

Again, our thanks to you for your excellent work.

At this time, we would like to thank you again for your excellent work.

Again, our thanks to you for your excellent work.

At this time, we would like to thank you again for your excellent work.

Again, our thanks to you for your excellent work.

this section were difficult to find in the source material which was provided for students and, after all, looking for the answers was not the object of the exercise. In other words, it was not a research activity designed to enable students to use reference books to obtain answers to questions they do not know the answers to. The main purpose of the exercise is to help the teacher probably has a better understanding of the material than we do.

Next, on the section about law, the following comments might be made for the junior high school. This section is not particularly exciting for students, even though these are too high school students to did not find the material as hard to understand as the junior high students did. Again, our suggestion of bringing in lawyers to discuss the would probably be a good idea for the senior high school students as well. One of the two seminars which were held in one high school did deal with a topic action; the students liked that one because they felt that it, legal about their own rights as a result of the seminar. Much of the type of in the community. These legal issues could be highly, informative & interesting.

It is difficult with the available components of the system to keep a flight
in a straight line without some form of control. In fact, the system will not fly
straight unless there is a constant force applied to the aircraft. This is because
the aircraft has a natural tendency to roll and pitch. The system must therefore
apply a constant force to counteract this natural tendency. This is done by
applying a constant force to the aircraft's center of gravity. This force is
calculated by the system based on the current position of the aircraft and the
desired position. The system then applies this force to the aircraft's center of
gravity to keep it flying straight.

themselves. The community members felt the students were well prepared for the presentation and that they asked good, insightful questions. Each community member we spoke with said that he or she would be glad to participate again.

Finally, let us make a few comments on the explorations in the school where students actually did them. Typically students went in pairs to the work sites to talk to a nontraditional worker for about one to two hours. The students whom we interviewed enjoyed the experience and wanted to learn from it. The time they spent on the exploration seems to be about right, although PSE would suggest some options be available for students (a full day exploration with a nontraditional worker, if the student is really interested in that job, two half-day explorations, if the student thinks he may be interested in those jobs, several one hour interviews, if the student simply wants to find out what it is like to be in a nontraditional role and to explore his/her own attitudes and values about nontraditional roles). In other words, the length of the exploration could potentially vary on the student's interest in that particular job. The Project Staff and the supervisor of the site who work with the students each year aid and encourage the students to do their best.

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meeting with the Project staff in order to get through a whole series of in-service materials like the ones provided. The Project staff should, therefore, consider a different approach next year, such as interspersing the independent study use of the module with mini-workshops or meetings in each school with the teachers to discuss how they are doing, and the have them decide what their next steps should be.

Here are a few comments on specific activities. The hands-on activity is excellent. If students do not do it, their assignment is to read material provided on statistics and facts about women in the labor market. It is quite good. Teachers appreciated having that resource material available, and they do need it for their own understanding of the subject, I think. It would be interesting to add some statistics on the percentage of women in certain male dominated occupations (such as the percentage of women scientists or school superintendents--both of which recently were under 10% women doctors, about 12% in the U.S. compared to approximately six times that in the Soviet Union). The materials might also be designed to examine the attitudes in cultures which lead to male female role reversals.

Next, ISE feels that the following guidelines for evaluation of gender issues should be added to the Bill. These are just guidelines, not formulas. This kind of work that IIS is doing is not something that can be evaluated by a formula.

are not inclined to use this activity. Another counseling activity in which a teacher is supposed to have another teacher observe him/her is also unpopular because it makes the teachers feel awkward. In attachment 11, where the varieties of counseling incidents are discussed, we have suggested that the incidents be made more difficult. If the incidents are too easy, we feel that the students don't learn as much and that they are not challenged. These may be rewritten to make them more difficult--as is, they are easier and harder to deal with and make the answers less obvious.

Next, one teacher suggested that the list of community sites which are included for nontraditional placements should be annotated, and PSS staff agrees. For instance, it would be helpful if teachers were given the names of the people to contact at the work sites along with a better description of the nontraditional roles which they could find there. It would also be helpful to know whether or not these nontraditional workers are interested in talking to students and, in fact, can do a good job of talking to students. We know, not all community members interact well with students or whether or not they have good information to impart.

Finally, the forms for guest speakers, the guest speaker biography, the biography, the presentation guide and the evaluation form are good, and we agree they are being used well. We know a couple of ways of simplifying the guest speaker evaluation form, however, so that it can be used more easily.

that students put on a play where all the roles are reversed and invite their parents to come see it as a way of stimulating discussion and provoking thought. PSE thinks this is a fine idea and might be something that a school would consider doing. Inviting parents to the panel discussions may be catching their interest without threatening their children's values.

Overall, we think the Project needs to strengthen community through the explorations and student interviews. The community members interviewed were very willing to cooperate and very positive about it. That is a good start. We still believe, however, that they could be used more heavily and utilized more often.

A Final Note

The teachers praised the Project. In one secondary school, for example, the teachers at one high school were impressed that a staff member came to talk to students before ECC students made their own explorations so that would have the chance to consider more traditional ones. The Project staff certainly has paid attention to the teachers in our planning and our beneficial relationship.

RESULTS OF THE STUDENT TEST

The Project staff established ten student outcomes which they hoped junior and senior high school students who participated in the Project would achieve during this first year of operation. Teachers participating in the Project provided learning center and community activities--taken mostly from the teacher and student materials developed by the Project. Not their students to help them achieve these outcomes. The Project is to be congratulated for identifying specific and important outcomes for students as part of their materials; furthermore, the Project staff should also be congratulated for setting student learning objectives and testing for them in this first year of operation since relatively few projects are willing to be held accountable for producing student learning in so short a time.

The Project established ten intended student outcomes. (1) One outcome was addressed to students' knowledge about sex role stereotyping and nontraditional career options for men and women, (2) one to students' attitudes, (3) one to a combination of knowledge and attitudes by asking students think about their future plans, and (4) one to student participation in Project activities. The test reflected all four of these areas.

At the end

of the test

experimental group students differed measurably from similar Jefferson County students who did not participate in the Project (the control group). The experimental group was made up of: 49 pretested and 45 posttested students

It would be a large number.

Jeffers & High Scope

"Golden era" High School. April 1931.

4) of: 83 pretests, and 78 posttests. The results of the

44 pretested and 39 posttested students from each grade.

and 27 pretested and 40 untested adults from the same

These student sample sizes are generally larger than those in the previous section.

results which could reasonably be extrapolated to include all

Performance of other students--at least students like yours, the ones

For the purposes of this analysis, PSK has to find a way to

THE AMERICAN JOURNAL OF PHARMACY, VOL. 1, NO. 1, APRIL, 1918

Blindfold chess (to determine which was the first player) is also a possibility.

Periodic night school since the summer term has been introduced.

The first short-term analysis should focus on the initial phase of the intervention.

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ANSWER PAPER - THEORETICAL COMPUTER SCIENCE

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are listed below in approximate order of student accomplishment. Each of the three experimental schools and none of the control schools showed substantial pretest to posttest gains on the first three objectives listed, while two of the three experimental and never more than one control school showed appreciable gains from pretest to posttest on the second group of three objectives listed below. The approximate rank order is as follows:

- (1) define sex role stereotyping;
- (2) identify examples of social and economic factors which have influenced changes in male/female participation in the work force;
- (3) identify statistics which reflect changes in female/male participation in the work force;
- (4) identify laws which prohibit sex discrimination in educational practices, personnel hiring practices, and pay scales;
- (5) identify instances of sex bias or stereotyping in personal/social situations (e.g., family, peer relationships, advertising, popular music) and school situations (e.g., career-related materials, teaching/counseling practices); and
- (6) identify nontraditional career options open to males and females.

On three multiple choice items aimed at identification of sex role stereotyping (the first objective listed above), Wheatridge students scored an average of 56 percent correct on the pretest and 73 percent correct on the posttest, Jefferson students scored an average of 67 percent correct on the pretest and 88 percent correct on the posttest, and Golden students scored an average of 61 percent correct on the pretest and 72 percent correct on the posttest; thus, these students gained, on the average, 17, 21, and 11 percentage points, respectively, from pretest to posttest time. These students not only made noteworthy learning gains but also

scored well at posttest time (particularly the Jefferson students who scored 88 percent correct at posttest time).

The results for this objective are especially gratifying because, while the control group students started out with similar pretest scores, they make virtually no learning gains by posttest time. The Project staff can, therefore, reasonably take credit for this student growth and should feel that the Project teachers and materials must have done an excellent job of explaining sex role stereotyping to students.

On the second objective listed--identifying social and economic factors influencing changes in male/female participation in the work force--all three experimental schools again registered noteworthy pretest to posttest learning gains and scored fairly well at posttest time, with Jefferson students again scoring quite well at posttest time (an average of 85 percent correct). Here are the experimental group results: Jefferson students scored an average of 59 percent correct at pretest time and 85 percent correct at posttest time (a remarkable increase of 26 percentage points); Wheatridge students scored an average of 66 percent correct at pretest time and 71 percent correct at posttest time (an increase of 5 percentage points), and Golden students scored an average of 63 percent correct at pretest time and 68 percent correct at posttest time (also an increase of 5 percentage points). Control group students, while their pretest scores were slightly higher than the students participating in the Project, did not show any substantial improvement from pretest to posttest on this objective.

Therefore, as with the first objective discussed, the Project should take credit for producing the difference in student learning which was measured by the three multiple choice items written to match this objective.

Important social and economic factors influencing male and female

participation in the world of work--such as factors influencing the growing number of women working or explaining differences in pay for men and women--were evidently well covered in the teacher and student materials developed by the Project and used by participating teachers with their students.

The third objective for which experimental group students showed significant pretest to posttest gains focuses on statistics relevant to female/male participation in the work force. Four multiple choice items--which were also used in the staff pre/post questionnaire with good results (participating teachers showed substantial learning gains from pretest to posttest while control group teachers did not)--dealt with issues such as the length of time the average married woman will work during her life, the occupational areas in which percentages of male and female workers are nearly the same, and relative pay of male and female workers.

As might have been expected, pretest scores of both experimental and control group students were quite low, although the control group students scored just slightly higher at pretest time. However, none of the three control schools showed substantial pretest to posttest learning gains. On the other hand, all three experimental schools did make relatively large improvements in their scores. The results for the experimental schools are: Jefferson students scored an average of 31 percent correct at pretest time and 59 percent correct at posttest time, Wheatridge students scored an average of 20 percent correct at pretest time and 43 percent correct at posttest time, and Golden students scored an average of 28 percent correct at pretest time and 38 percent correct at posttest time--for learning gains of 28, 23, and 10 percentage points, respectively. Jefferson students, again, showed the greatest improvement, Wheatridge students the second most improvement (and these are junior high school students), and Golden students

the least improvement of the three. It is interesting that on all three of these objectives the junior high school students were able to score higher than the Golden Senior High School students.

It should be noted, however, that PSE feels student gains can still be made on this third objective over and above what have already been accomplished this year. The posttest scores (43 percent, 59 percent, and 38 percent correct, as listed above) are still quite low compared to the other two objectives discussed so far, and thus there is still considerable room for improvement next year. PSE would recommend that the Project staff encourage teachers to use their material on important and relevant statistics with their students more frequently than they must have done this year. PSE believes that this factual information is readily available in the Project materials made available to teachers and, therefore, would recommend only increased use of what is already available rather than revision of the materials themselves. Some time might be devoted in future inservice workshops to this topic. Statistics such as these tend to be quite interesting and provocative—even for those not yet fully in support of the sex equity movement—and thus are the makings for a lively and controversial discussion.

On the fourth cognitive objective--identifying laws prohibiting sex discrimination—Golden students showed virtually no pretest to posttest gain along with the three control group schools. Jefferson students, again, showed the greatest improvement—an increase of 15 percentage points from a pretest average of 43 percent to a posttest average of 58 percent correct—and Wheatridge students were able to evidence an increase of 6 percentage points from a pretest average of 63 percent to a posttest average of 69 percent correct. PSE would point out that these posttest scores are still relatively low. Golden's was an average of 63 percent correct and the

Project staff should make further efforts to boost scores in this area. As we have pointed out elsewhere in this report, many teachers and students at both the junior high school and senior high school levels commented that the section of their materials on these laws was somewhat dry and dull. PSE can understand that this material was, therefore, not emphasized by teachers or learned with enthusiasm by students. We suggested in our site visit report that perhaps lawyers dealing in sex discrimination cases should be brought into the classroom to discuss their cases with students, thus giving students a firsthand perspective on the issues as well as a more lively presentation of them. We also suggested that names of lawyers who would be willing to talk to students be listed as resource persons in the teacher inservice module so that teachers can easily contact and call on them for help.

On the fifth objective listed--identifying instances of sex bias or stereotyping in personal, social, or school situations--Wheatridge Junior High School students did not show appreciable pretest to posttest improvement. However, it is important to note that these students' average pretest score was 78 percent correct--higher than either of the two high schools which did show substantial improvement--thus making it harder for Wheatridge students to grow. Their average posttest score was 82 percent correct for this objective, also higher than either of the other two schools. The high school results which show both good posttest scores and worthwhile learning gains are: a pretest average of 57 percent correct and a posttest average of 80 percent correct for Jefferson students and a pretest average of 70 percent correct and posttest average of 77 percent correct for Golden students (an increase of 13 percentage points and 7 percentage points, respectively). No control group showed any noteworthy improvement.

Because of the combination of high scores and learning gains of the experimental group students, PSE feels that the teachers and Project materials must have done a good job of helping students identify instances of sex stereotyping. Most of the items asked students to judge whether a sentence contained sex stereotyping vocabulary or concepts ("Doctors are highly professional men."). PSE recalls that the Project provided quite good McGraw-Hill guidelines on sex stereotyping and feels that these materials must have been put to good use.

For the sixth objective--identifying nontraditional career options for men and women--students were given a list of 21 occupations and asked to check whether each occupation were appropriate for men, women, or either. Occupations listed included athletic trainer, electrician, homemaker, nurse, secretary, and truck driver, to name a few. Although experimental group students did somewhat better than control group students at both pretest and posttest time on this item, students on the whole did relatively well on both the pretest and the posttest (an average of 65 percent correct or better). Two experimental group schools did show pretest to posttest differences of 10 percentage points and 6 percentage points--Wheatridge students who scored an average of 69 percent correct on the pretest and 79 percent correct on the posttest and Golden students who scored an average of 75 percent correct on the pretest and 81 percent correct on the posttest--and one control group school (Green Mountain Senior High School) showed an increase of 9 percentage points (from an average of 72 percent correct on the pretest to an average of 81 percent correct on the posttest).

These results also--as with the five objectives already discussed--do give credit to the Project for giving students in at least two of the

experimental schools a substantially better understanding of occupations as being suitable for either sex. This issue is truly woven throughout all components of the Project from the materials to classroom discussions to community explorations. It is the issue that might be most frequently discussed of any--that is, students typically discussed with us during our site visit the community workers they had met who had nontraditional careers, and students knew they were supposed to give some consideration themselves to exploring and perhaps considering nontraditional careers more carefully for themselves in the future. PSE might have expected somewhat more dramatic pretest to posttest gains on this test item, but we feel that the Project should be relatively satisfied with these results.

(Note: Students were also asked, in two separate questions, to list any jobs they knew of which were considered nontraditional for women or men. PSE feels that the wording of the questions did not lead students to list as many nontraditional jobs as they could and, therefore, the average number listed by both experimental and control group students at both pretest and post-test times is quite low--between 2 and 5. We have not used these data in the analysis of the sixth objective because the data seem atypical and somewhat unreliable.)

In summary, the three experimental schools performed outstandingly on these six cognitive objectives and the control schools did not--a clear credit to the Project. It seems highly likely that a combination of good Project materials and effective teaching produced these results. The Project staff should be well pleased.

Each of the three experimental schools made substantial pretest to posttest learning gains five times in their six chances on cognitive objectives. Jefferson students made the highest posttest score three out of six times, Wheatridge students two out of six times, and Golden students the remaining one time. This is a fairly balanced picture. If first, second, and third place finishes for each of the schools are tallied for the six objectives, Wheatridge and Jefferson come out about equally, and Golden finishes just a little behind them. On the whole, PSE would say that both the Project staff and the teachers in each of the three participating schools--not to mention the students themselves--deserve considerable credit for producing these test results.

Changes in Students' Attitudes

The student outcome addressed to changing students' attitudes is that students will be able to:

- record their personal attitudes about the career and life roles of males and females.

As PSE also points out about this same objective for participating teachers, it is more likely that the Project really intended that students hold positive attitudes about nontraditional roles for men and women rather than that students simply be able to record their attitudes. PSE suggests that the Project staff consider rewriting this objective to match the Project's real intention more closely.

In order to determine students' attitudes, students were asked to react to the following situation:

Mary and Mark have two children in school. Mary has been working as a full-time accountant since the children started school. Mark works as a high school English teacher. Mary has been offered a job promotion which would demand much more of her time away from home. If Mary takes the promotion, Mark would have to spend more of his time caring for the children and the house. Should Mary take the promotion?

As with a similar item on the teacher questionnaire, PSE feels that a reasonable justification could be made for either a "yes" or "no" answer. Students were expected to identify (in their essay answers) sex equity issues and concerns which Mary and Mark might have considered in making the decision about Mary's promotion.

PSE scored the essays on a five-point scale from one (poor) to five (excellent). Almost no difference between pretest and posttest scores was evident in any of the control schools or in two of the experimental schools (Jefferson and Golden). Some improvement was registered by Wheatridge students who got an average pretest score on the essay question of 2.7 and an average posttest score of 3.3. The range in pretest and posttest scores of the other five schools was from approximately 2.5 to 3.8.

According to these data, the great majority of students gave fair answers both at pretest and posttest time. PSE believes that many students could probably have figured out an "acceptable" answer to this question—whether or not they really held those non-stereotyping attitudes—and simply have given that answer on both occasions. This question probably does not adequately measure students' real attitudes on sex equity issues.

As we have said, a number of students told us during our site visit interviews with them that they had changed their opinions and attitudes about nontraditional roles at work or at home for men and women. PSE would suggest that the Project consider more valid ways of measuring such a change in the future. For example, students might be given a longer battery of attitudinal items--such as statements reflecting sex equity concerns to which students are asked to agree or disagree on a scale of one (strongly disagree) to five (strongly agree). This longer test would give more reliable results; however,

PSE feels it may be difficult to get students to respond as they really feel since they will also be able to figure out an "acceptable" response to such items. The Project might also try peer ratings--that is, let students rate each of their classmates on sexism in their everyday talk or activities.

In summary, PSE feels that the Project may have had an impact on students' attitudes--at least in terms of making students more open to non-traditional roles for men and women, and thus moving students along a scale from negative to neutral, if not all the way to extremely positive. PSE suggests that the Project give considerable thought to a way of measuring this impact more completely next year.

Changes in Students' Thoughts About Their Future

PSE asked students two questions about their own futures--what careers they were most interested in pursuing and why and whether or not they would consider working in a nontraditional job some day.

On the first question, PSE scored students' essays on why they were interested in certain careers. There were virtually no differences among any experimental or control group schools either at pretest time or posttest time, and there were no learning gains evident. The typical student gave a fair answer in all cases. PSE feels that projects of relatively short duration (six to eight weeks) cannot reasonably expect to alter students' future career plans in any significant way. Career plans--much as fundamental attitudes towards themselves, others, school or work--typically develop in students over a long period of time and are subject to many influences inside and outside of school. Thus, this Project could not expect to make many noticeable changes in the career plans of participating students and, furthermore, if changes were made, they might be expected to be temporary rather than permanent.

We also asked students whether they would consider working in a nontraditional job someday. Neither Wheatridge nor any of the three control schools was able to show appreciable pretest to posttest improvement on this item; in fact, in each of these four schools, fewer students at posttest time than pretest time said that they would consider a non-traditional job someday. Better results occurred at the two high schools in the Project: Jefferson students scored an average of 44 percent correct at pretest time and 64 percent correct at posttest time (an increase of 20 percentage points), while Golden students scored an average of 61 percent correct at pretest time and 66 percent correct at posttest time (an increase of 5 percentage points). In both these schools, then, students did become more open-minded about nontraditional careers for themselves as a result of participation in the Project. It is possible that similar results were not obtainable in Wheatridge because junior high school students are not yet ready to think about career decisions or options as easily as high school students are.

PSE suggests that the Project staff continue to gather information about participating students' future career plans in order to see how students think about their alternatives, but not expect to see many changes in students' career plans as a result of one-time exposure to these materials and activities.

Changes in Students' Participation in Special Activities

The final outcome which PSE measured--more process-oriented than the others--is for students to:

- choose, commit to, and participate in the nontraditional activities available to them in the Exploring Careers in the Community Program:

- (a) Community site visits
- (b) Seminars/guest speakers
- (c) Mini-unit Project activities (junior high)
- (d) Pre-written Project activities (senior high)
- (e) Guidance activities

Since the Project staff picked up a good deal of information on what students were doing in the Project through informal means and contact with the participating teachers, PSE simply asked students whether or not they had explored a nontraditional job in the community as part of the Project.

There was a substantial increase in the number of students who had done so in each of the three experimental schools, although very few students had explored a nontraditional job at Golden. The Project staff are already aware that the nontraditional job exploration component of the Project was not well instituted at Golden for a variety of reasons; therefore, these results should not be particularly surprising.

Approximately four out of five students at Jefferson, three out of five students at Wheatridge, and one out of five students at Golden had explored a nontraditional job in the community by posttest time. The Jefferson and Wheatridge results are encouraging, and PSE would recommend that the Project staff renew their efforts to bring Golden up to that standard. Teachers and students at Golden may wish to talk to teachers and students at the other two schools in order to get their firsthand perspective on nontraditional job explorations and to gather evidence that such explorations were interesting and useful for students. The teachers and students at the other

two experimental schools may be more persuasive--and more credible--to the teachers and students at Golden than the Project staff on this issue.

Some of the students in the three control schools (particularly Alameda Junior High School and Green Mountain Senior High School) did say that they had explored nontraditional jobs in the community also. These explorations may have been part of another community-based program in Jefferson County, and, therefore, the non-traditional aspects of the job may not have been stressed in the explorations. This may have contaminated the control group somewhat, but since relatively few students indicated that they had participated in such an exploration, and since control schools rarely made substantial pretest to posttest gains on the test items, PSE believes that this contamination must have been slight. The Project staff may look to these control group schools, however, next year as possible adopters/adapters of this Project since some predisposition to carry out nontraditional career explorations may exist.

RESULTS OF THE STAFF QUESTIONNAIRE

In order to find out what staff members (teachers) in the schools selected for participation in the Project for 1977-78 knew, felt, and did about sex role stereotyping and nontraditional career exploration experiences for their students, PSE designed an eight page questionnaire consisting of both cognitive and affective items. The questionnaire items were written to match 8 of the 12 outcomes which the Project hoped that teachers would achieve as a result of participation in the Project.

A pretest/posttest with control group design was used to see whether participating teachers knew, felt, or taught differently after their involvement in the Project and whether participating teachers knew, felt, or taught differently from teachers in similar junior high and high schools which had not taken part in the Project.

Eight experimental group teachers from Project schools (Wheatridge Junior High School, Jefferson Senior High School, and Golden Senior High School) and seven control group teachers from non-Project schools (Alameda Junior High School, Green Mountain Senior High School, Bear Creek Senior High School, and Pomona Senior High School) were pretested in mid-February, 1978; nine experimental group teachers (one was absent at pretest time) and the same seven control group teachers were posttested in late May, 1978, thus providing the comparative data needed to determine the effects of the Project on these teachers.

Changes in teachers' knowledge, attitudes, and teaching practices will be discussed separately and in detail below:

Changes in Teachers' Knowledge

Six of the eight teacher learning outcomes which PSE measured in this pre/post questionnaire were aimed at giving teachers new knowledge--information and facts--about sex role stereotyping and its applications to the students' experiences with nontraditional career explorations in the community. These six objectives were:

- (1) define sex role stereotyping;
- (2) identify instances of sex bias or stereotyping in career-related materials and teaching/counseling practices and analyze the effects of those materials/practices on the career options students consider;
- (3) identify examples of social and economic factors which have influenced changes in male/female participation in the work force;
- (4) identify laws which prohibit sex discrimination in educational practices, personnel hiring practices, and pay scales;
- (5) identify nontraditional career options open to males and females; and
- (6) identify statistical evidence of changes in female/male participation in the work force.

The total number of teacher respondents was 15.

For each of the six objectives, the mean score is shown below.

For each objective, the mean score is shown below.

For each objective, the mean score is shown below.

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For each objective, the mean score is shown below.

PSE developed 14 questions to measure the first four objectives in the list above. Participating teachers were able to achieve a pretest score of approximately 85 percent correct on those items. This meant that the participating teachers had very little left to learn; i.e., since they were unable to show growth. They scored about 90 percent on a gain of only 5 percentage points.

Control group teachers achieved a mean gain of about 10 percent on the 14 questions measuring the first four objectives and a posttest gain of about 15 percent - a gain of 5 percentage points. We see from this that there was no difference in the gains registered by participating teachers and control group teachers, which indicates that participating in the program did not raise teachers' learning of the first four objectives.

The fact that participating teachers scored higher than control group
teachers indicated that they had already taken a greater interest in the
subject at their site, in most cases identifying with and sharing in
the teaching role in their materials and making a commitment to
and concern for their students and their learning needs.

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The most notable exception--that is, the type of question most often answered incorrectly by both experimental and control group teachers--seemed to be questions concerned with sexist vocabulary, such as "chairman" instead of "chairperson" or "chair" and "fireman" instead of "firefighter." PSE felt that the inservice module materials which were supplied on topic were quite good and would encourage the Project staff to focus a little more attention on them in future training efforts. It may be that teachers recognized the implications of these vocabulary words, but did feel that these words need to be changed because of the recent movement in sex equity. Thus, the issue becomes a question of changing teachers' attitudes as well as knowledge--a more difficult task for any project.

The experimental group teachers were able to show a slight improvement from pretest to posttest time on a fifth cognitive objective: identifying nontraditional career options for men and women. Participating teachers were able to list, on the average, six such occupations on the pretest and eight on the posttest—an increase of 33 percent. At the same time, all group teachers who could list eight occupations on the pretest could list only five on the posttest and seven might simply add a blank line. In the part of bulletin board activities in addition to the pretest and posttest on cognitive group objectives, two additional items were included that were considered to be important in the overall goals of the project. One was the inclusion of a section on sex equity in the curriculum and the other was the inclusion of a section on sex equity in the classroom environment.

question which asks that the teacher "list as many workers as you can think of in occupations or places of employment where men and women assume non-traditional work roles" should probably be reconceived before the questionnaire is used again in the Project.

In the sixth cognitive objective--identifying statistics concerning female/male participation in the work force--the experimental group teachers did show appreciable gains (an average of 50 percent correct at pretest and 83 percent correct at posttest time for four questions combined) and showed substantial gains --31 percentage points--over control group teachers (percent correct at pretest time and 52 percent correct at posttest time for four items combined). It is quite understandable that typical teachers would know little about labor market statistics and equally understandable that teachers could learn this information as a result of taking part in the Project. For example, these teachers learned to taught in the course that a married woman will work in her lifetime the equivalent of 20 years and that the per capita of male and female workers is lower than ever and that all statistics about the earnings of women in employment are conservative, that is, that all fees are listed in the lowest category. They also learned that the number of married women in the labor force has increased from 1950 to 1960 by 10 percent, that there are more married women in the labor force than there are single mothers, that there are more married mothers in the labor force than there are single mothers, and that there are more married mothers in the labor force than there are single fathers.

In summary, it seems that most experimental group teachers already had a considerable amount of knowledge about sex role stereotyping and nontraditional roles for men and women before they became involved in the Project. It may be that the Project attracted those teachers interested in the subject and those who had already done some reading or research on this issue. It may be that the test items chosen for this questionnaire were too unsophisticated for such teachers; PSE would recommend that, if the questionnaire is to be used again to measure Project impact, these items should be either made more difficult or eliminated.

We also believe that the Project staff, now aware that participating teachers have a fairly good understanding of sex equity issues, will go further with the Project next year and concentrate their efforts in other areas, such as more complete implementation of the Project.

Summary in Teacher's Attitudes

The additional learning

- Teachers' participation in the Project was at various times as follows:
 - Several weeks per month at teacher inservice activities
 - and like roles of males and females

What one thing each teacher

• What a good beginning has been made in the Project

• How much more needs to be done

• How much more can be done

Whichever interpretation of the objective is used, however, it seems that the experimental group teachers did very well at both pretest and posttest times. Virtually every teacher gave an acceptable answer to the following assignment:

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SE Lelia

stated, "I am curious what would
be present in the home which would
lead to wife as well as the husband
to live as equals in the family, self equity

- take joint care of a home and children so as to insure equality of both husband and wife;
- if both husband and wife wish to work outside
the home, appropriate child care can and should
be arranged;
- husband and wife should keep their roles
in the family and in the world the same and
not change these roles for the sake of appearance;

Husband and wife should strive to meet individual
and family goals as well as their personal interests,
needs, and desires when assuming appropriate roles
for themselves;

Consequently, the following recommendations
for the wife were made:
1. wife should apply to a mode of life in
which she can be and

2. wife should be able to do her share
of the housework and be able to do
her share of the work in the home
and in the community.

While it is certainly true that the essay responses given by teachers in the experimental group were generally quite good, PSE would note that most teachers could figure out the "right" response to this question and give it, whether or not they really believed it. It is extremely difficult to .

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PA, The Project will feel success
to be last non-stereotyping in their training resp
in th le later with their professional peers - whether
last attitudes were as positive on this subject as they appear to be
Our conversations with several of the teachers during our site
visit lead us to confirm that these teachers did hold positive attitudes
regarding equality & justice, and several students whom we interviewed did consider
these traits. We have did not hold biased or stereotyped attitudes
suggest that teachers be allowed to discuss their feelings and concerns in a
honest, frank, & open manner so perhaps this might be a good idea for the
Project and that the Project staff should make them available to do so.
I feel this Project should be able to have a positive impact on the students
and provide them with information about the basic principles of equality &
non-discrimination. In this regard, we can see many opportunities for
the Project to make a difference in the lives of the students.

Changes in Teachers' Practices

Just as the Project staff would take their next step toward establishing that participating teachers' attitudes were really positive on sex equity issues, the staff could confirm the Project--that is, teacher experiences for themselves and their students. Given the results of the pilot test this year, PSE believed it was necessary for the Project staff to keep in close touch with materials and activities and do so frequently and so that the Project staff could observe what the teachers as they encouraged participation with activities in the community.

the teachers' implementation of instructional materials and community lessons. Given the results of the pilot test this year, it was necessary for the Project staff to make sure that all students appropriately and effectively participated in the same ways in the learning process.

The objectives which the Project staff had in mind were:

a. full implementation of the Project's theory and curriculum;

b. use instructional materials in the classroom with students;

c. negotiate with students (as well as parents) to provide opportunities for sites;

d. evaluate

e. plan for the future

Full Text Provided by ERIC

some degree of familiarity with them. PSE also believes that the Project staff kept in fairly close touch with the teachers and picked up a great deal of informal assessment as well as formal critique of available materials during the second half of the

On the average, 42 percent
of faculty familiar at present

The percentages fluctuate in the question of degree of familiarity at present.

Percentages of teachers who are
familiar with the materials in the

curriculum are as follows: In the
beginning of the year, 42 percent

of the faculty were somewhat familiar
with the materials in the curriculum.

After the first month of the year,
the percentage increased to 51 percent.

After the second month, the percentage
increased to 61 percent.

After the third month, the percentage
increased to 68 percent.

After the fourth month, the percentage
increased to 71 percent.

After the fifth month, the percentage
increased to 75 percent.

After the sixth month, the percentage
increased to 78 percent.

After the seventh month, the percentage
increased to 81 percent.

After the eighth month, the percentage
increased to 84 percent.

After the ninth month, the percentage
increased to 87 percent.

Initial Survey Teachers felt

curriculum materials were good

and useful in teaching

new subjects and subjects

they did not teach.

Teachers felt

curriculum materials were good

and useful in teaching

new subjects and subjects

they did not teach.

Teachers felt

curriculum materials were good

and useful in teaching

new subjects and subjects

they did not teach.

Teachers felt

curriculum materials were good

and useful in teaching

new subjects and subjects

they did not teach.

Teachers felt

curriculum materials were good

and useful in teaching

new subjects and subjects

they did not teach.

Teachers felt

curriculum materials were good

and useful in teaching

new subjects and subjects

they did not teach.

As would be expected, the control group teachers were not able to indicate a great deal of familiarity with these kinds of materials and teaching practices since the Project materials were unavailable to them in their control schools. By posttest time, however, approximately half of all

oup teachers did indicate some familiarity

d teaching practices; this probably includes

1148 schools may have discussed the Project.

books or that the sea equally knows all her

different ways as well as in English and French.

Journal of the American Statistical Association, Vol. 10, No. 60, December, 1914.

pulling up ideas from the same source.

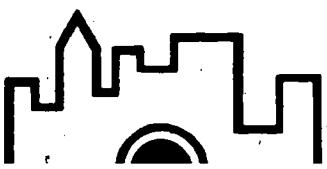
SUMMARY

interest in the project at year in 1970-71. The substantial leap in girls and the on-site visits student confirm that interviewed seemed quite enthusiastic.

The teacher questionnaire results show that most teachers involved are positive and positive attitudes toward sex education can be used to show dramatic learning gains. It is recommended that a raise itself should be further supported and the difference between participating and non-participating schools be revisited. It is considered for future work.

The Project materials will be used in the future for high school students, parents and educators. Well as adults, equally excellent. The male data shows that general knowledge had increased in all areas, especially lesson planning and social and political aspects. The female data shows that overall knowledge increased in all areas, but the increase was not as great as the males. The changes were extremely light.

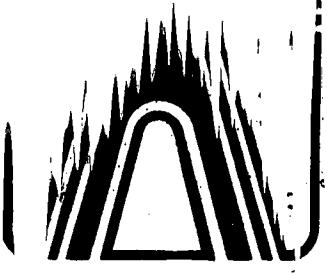
All participants enjoyed the project and would like to see this year end with a Project similar to this one.



NONTRADITIONAL CAREER EXPLORATIONS PROJECT



STUDENT PRETEST



Project Director
El Paso County
109 Quail St.
Lakewood, Colorado 80215



DISCRIMINATION PROHIBITED

Section VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 706 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws."

The material contained in this document is not necessarily representative of the official position of the Department of Health, Education, and Welfare. However, portions of view expressed may do not necessarily represent policies or positions of the Office of Education.

POLICY STUDIES IN EDUCATION

680 FIFTH AVENUE • NEW YORK N.Y. 10019 • 212 265-3382

STUDENT TEST

Grade _____ 7

School _____

Teacher _____

Sex (circle one): Female Male

PART I

Directions: For each question circle the letter of the answer you think best.

1. Which of the following statements is the best example of sex-role stereotyping?

- a. Jane wanted to be a teacher but she realized that she didn't have the patience for it.
- b. Men tend to be taller than women.
- c. Men are not capable of teaching young children.
- d. Because of her past performance, it was quite likely that Mary would not make a good physician.

2. While Jane and her brothers were in college, her family needed more money because her father lost his job. Her mother asked her to leave school and work because she didn't think it was as important for Jane to graduate as for her brothers. Jane's mother's attitude was...

- a. sexist
- b. sex-biased
- c. illegal
- d. none of the above

3. In 1963, the Equal Pay Act was passed.

- a. It did not give women any money at all.
- b. Women are paid less than men.
- c. Women rarely ask to be paid less.
- d. Until 1963, there was no work

4. Which of the following actions by an employer is illegal under the Equal Pay Act of 1963?

- a. refusing to pay men and women clerks the same salary
- b. refusing to pay a woman the amount she wanted as a secretary
- c. refusing to pay a woman the minimum wage
- d. refusing to hire a woman for an executive position

Federal laws prohibit job discrimination on the basis of sex in situations. Which of the following employers is NOT covered by federal anti-sex discrimination laws?

- a. Large companies working on U.S. Government projects
- b. private hospitals specializing in important medical research
- c. all public colleges and universities
- d. small privately owned local businesses

5. Bill was more likely to succeed in school sports than Barbara because he had always been a good athlete, and Barbara had never been a good athlete. This is a good example of ...

- a. a reasonable prediction.
- b. sex-bias in sports.
- c. sex-role stereotyping in school activities.
- d. the fact that boys are better athletes than girls.

6. George and Kathy both had very good jobs and were going out on a date. George insisted on paying for everything. How would you best describe George?

- a. He was a complete gentleman.
- b. He was rich.
- c. He was a victim of sex-role stereotyping.
- d. He didn't like to control situations.

7. The idea that men are generally better than women at making decisions is a good example of ...

- a. a proven fact.
- b. practice makes perfect
- c. discrimination
- d. stereotyped thinking

8. Which of the following describes ...

- a. Most working women have husbands
- b. More than half of working women are married
- c. Most working women are divorced
- d. Most working women have husbands

10. The Civil Rights Act of 1964, as amended by the Equal Employment Act of 1972, is designed to eliminate job discrimination on the basis of sex. Which one of the following situations would not be covered under these laws?
- a. A woman is denied employment because the employer feels that only men can do that particular job well.
 - b. Several men were turned down by an employer because she felt they would not fit in well with the rest of the employees who were women.
 - c. Of all the men and women who applied for a job that required a specific degree, only the men met the qualifications and the employer chose the man he liked best.
 - d. None of the above.
11. Women are often denied jobs because employers may feel that women are not really interested in careers but are just working "temporarily." Which of the following most accurately describes the length of time the average married woman will work in her life time?
- a. 40 - 50 years
 - b. 5 - 10 years
 - c. 20 - 25 years
 - d. none of the above.
12. More women are working now than ever before. While no single reason can entirely explain this increase, which of the following do you think is most important?
- a. Women work because of economic need.
 - b. Companies hire more women because they can pay them below the minimum wage.
 - c. Women of today have higher I.Q.'s than in the past.
 - d. Women work because the Social Security system requires them to do so.
13. If you were to compare all women and men workers, in which of the following occupational areas are the percentages of men and women workers nearly the same?
- a. managerial
 - b. skilled craft
 - c. professional and technical
 - d. owner of a small business
14. Which one of the following factors is most likely related to a larger number of women in the labor force?
- a. an increase in the life expectancy of women
 - b. the decreased birth rate
 - c. an increase in the amount of education women have received
 - d. a decrease in the number of extended families

15. Over the last 10 years the earnings of women as compared to men have ...
- a. increased greatly.
 - b. decreased slightly.
 - c. stayed the same.
 - d. decreased greatly.

PART II. Follow the directions for each of the following questions.

16. React to the following statement:

Mary and Mark have two children in school. Mary has been working as a full-time accountant since the children started school. Mark works as a high school English teacher. Mary has been offered a job promotion which would demand much more of her time away from home. If Mary takes the promotion, Mark would have to spend more of his time caring for the children and the house. Should Mary take the promotion?

Circle one
Yes No

Explain your answer.

17. Read the following statements. Some of these statements show attitudes that are SEX-Stereotyped. Some of the statements show attitudes that are SEX-FAIR. Read each statement carefully and determine which are SEX-Stereotyped and which are SEX-FAIR. Mark an X in the appropriate column.

	SEX-Stereotyped	SEX-Fair
a. Doctors are highly professional men.		
b. "I'm doing a survey on laundry detergent. May I talk with the lady of the house?"		
c. When Jim and Sally went to the movies, they each paid for their own tickets.		
d. A woman's opportunities in the business world are better if she knows shorthand and typing.		
e. "Bob, wouldn't you be uncomfortable as a kindergarten teacher? I suggest you explore college-level teaching instead."		

	SEX-STEREOTYPED	SEX-FAIR
f. When you meet your Community Instructor, shake his hand.		
g. Although she isn't a doctor, the Medical Laboratory Technician helps save lives.		
h. In choosing a partner in life, it is important for two people to consider their common interests.		

18. What career are you most interested in pursuing? _____

Give some reasons for your choice. _____

19. Put a check in the column which indicates who is most appropriate for the following occupations:

	Men	Women	Either
Animal breeder			
Athletic trainer			
Chemical engineer			
Dentist			
Doctor			
Dog catcher			
Electrician			
Home maker			
Miner			
Nurse			

19. (continued)

Total

	Men	Women	Either
Plumber			
Receptionist			
Safety Inspector			
Secretary			
Social Worker			
Telephone lines person			
Telephone operator			
T.V. announcer			
Truck driver			
X-Ray technician			

20. List any jobs you know of which are considered NON-TRADITIONAL for WOMEN:

21. List any jobs you know of which are considered NON-TRADITIONAL for MEN:

22. Have you explored a non-traditional job in the ECC Program? Yes No
If you have, what was the job? _____
Would you consider working in a non-traditional job someday? Yes No
Tell why or why not: _____



Jefferson County Public Schools
1209 Quail Street
Lakewood, Colorado 80215
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PLACEMENT OF JUNIOR AND SENIOR HIGH SCHOOL STUDENTS IN
~~NON~~-TRADITIONAL CAREER EXPLORATION EXPERIENCES IN THE COMMUNITY

STAFF PRE-QUESTIONNAIRE

Developed by Policy Studies in Education, 680 Fifth Avenue,
New York, New York, 10019, (212) 265-3350,

With assistance from the Career Education Department of the
Jefferson County Public Schools, Lakewood,
Colorado.

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Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

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POLICY STUDIES IN EDUCATION

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NON-TRADITIONAL CAREER EXPLORATION IN THE COMMUNITY

STAFF PRE-QUESTIONNAIRE

Male Female

Name:

Date:

School District:

School:

Grade Level:

PART I

Directions: For each question, circle the letter of the answer choice that you think is best.

1. Which of the following statements is the best instance of sex-role stereotyping?
 - a. Jane wanted to be a teacher but she realized that she didn't have the patience for it.
 - b. Men tend to be taller than women.
 - c. Men are not capable of teaching young children.
 - d. Because of her past performance, it was quite likely that Mary would not make a good physician.
2. The idea that men are generally better than women at making financial decisions is a good example of
 - a. a proven fact.
 - b. practice makes perfect.
 - c. discrimination.
 - d. stereotyped thinking.
3. Bill was more likely to succeed in school sports than Barbara because he had always been a good athlete, and Barbara had never been a good athlete. This is a good example of
 - a. a reasonable prediction.
 - b. sex-bias in sports.
 - c. sex-role stereotyping in school activities.
 - d. the fact that boys are better athletes than girls.
4. George and Kathy both had very good jobs and were going out on a date. George insisted on paying for everything. How would you best describe George?
 - a. He was a complete gentleman.
 - b. He was a victim of sex-role stereotyping.
 - c. He was rich.
 - d. He didn't like to control situations.

8. While Jane and her brothers were in college, her family needed extra money because her father lost his job. Her mother asked her to leave school and work because she didn't think it was as important for Jane to graduate as for her brothers. Jane's mother's attitude was
- sex-biased.
 - correct.
 - illegal.
 - None of the above.
9. Over the last 10 years the earnings of women as compared to men in the same occupational area have
- increased greatly.
 - decreased slightly.
 - stayed the same.
 - decreased greatly.
10. More women are working now than ever before. While no single reason can entirely explain this increase, which of the following is most important?
- Women work because of economic need.
 - Companies hire more women because of affirmative action programs.
 - Women of today have fewer children than in the past.
 - Women work because the Social Security system requires them to do so.
11. Which one of the following factors is most likely related to an increase in the number of women in the labor force?
- an increase in the life expectancy of women
 - the decreased birth rate
 - an increase in the amount of education women have received
 - a decrease in the number of extended families
12. Which one of the following factors do you think is most important in explaining the fact that women do not get paid as well as men, doing the same job?
- Women only work for "pin" money and don't need as much money as men.
 - Women are out 111 much more than men and therefore earn less.
 - Women are new to many fields and therefore have less work experience.
 - Women are still discriminated against in pay scales in spite of laws requiring equal pay for equal work.

13. Which of the following actions by an employer is illegal under the Equal Pay Act of 1963?
- refusing to hire a woman for an executive position
 - refusing to pay men and women clerks the same amount
 - refusing to pay a woman the minimum wage
 - refusing to pay a woman the amount she wanted as a secretary
14. Federal laws prohibit job discrimination on the basis of sex in many situations. Which of the following employers is not covered under the Federal anti-sex discrimination law?
- large companies working on Department of Defense projects
 - private hospitals specializing in important medical research
 - all public colleges and universities
 - small privately owned local businesses
15. The Civil Rights Act of 1964, as amended by the Equal Employment Act of 1972, is designed to eliminate job discrimination on the basis of sex. Which one of the following situations would not be covered under these laws?
- A woman is denied employment because the employer feels that only men can do that particular job well.
 - Several men were turned down by an employer because she felt they would not fit in well with the rest of the employees who were women.
 - Of all the men and women who applied for a job that required a specific degree, only the men met the qualifications and the employer chose the man he liked best.
 - None of the above

PART II

1. Look at the following statements. Some of these statements reflect attitudes that are stereotypical and show SEX-BIAS. Some of them are SEX-FAIR statements. Read them carefully and determine which statements are SEX-BIASED and which are SEX-FAIR. Mark an "X" in the appropriate column. (Do not think of the questions as True or False. Consider only whether they reflect SEX-FAIRNESS or SEX-BIAS.)

	<u>SEX-BIASED</u>	<u>SEX-FAIR</u>
a. The counselor told the student her opportunities in the business world were better if she knew typing and shorthand.		
b. The teacher talked about the achievement of each student.		
c. The counselor suggested that Bob would be uncomfortable in a nursing role and suggested hospital technician work instead.		
d. The teacher asked Martha to be a chairman of the next discussion group.		
e. Ms. Marshall read from the diary of a pioneer woman and a pioneer man while discussing the hardships of pioneer life.		
f. The Dictionary of Occupational Titles lists many outdoor jobs such as fireman, mailman and telephone linesman.		
g. In choosing a partner it is important to have common interests.		
h. Ms. Saunders talked about the human weaknesses that destroyed Lady Macbeth.		
i. Anyone who can graduate from the Air Academy is really a man.		
j. She has the kind of female intuition that will take her a long way in the field.		

2. How familiar are you with the following ECC program teaching practices or materials? (Circle the appropriate number on the scale.)

	<u>Very Familiar</u>				<u>Not Familiar At All</u>
a. instructional materials that deal with reducing sex-role stereotyping.	1	2	3	4	5
b. using individualized projects with students	1	2	3	4	5
c. setting up non-traditional explorations for students in the community	1	2	3	4	5
d. identifying non-traditional community exploration sites	1	2	3	4	5
e. identifying non-traditional guest speakers	1	2	3	4	5
f. providing sex-fair counseling	1	2	3	4	5

PART III

1. React to the following statement:

Carol is head dietitian for the hospital. Brian, her husband, is a freelance writer and spends most of his time at home. Carol's parents are upset because Carol supports the family and Brian spends more time than Carol taking care of the children and the home. Her parents feel that it is Carol's responsibility as a woman to be with the children and Brian's responsibility as a man to be the major wage earner. Brian has been offered a job as an editor which would require that he work outside the home. Should he take it?

Circle one: Yes No

Explain your answer:

2. As a part of the Exploring Careers in the Community Program, students will be encouraged to observe workers in non-traditional occupations. (For example: a male nurse, a female telephone repair person.) Please list as many workers as you can think of in occupations or places of employment where men and women assume non-traditional work roles.
-
-
-
-
-
-
-

3. Indicate whether you think the following paragraph from the Real People at Work series is sex-biased. If you think it is sex-biased, rewrite the paragraph to eliminate the sex-bias.

"Just then, two firemen walk up to Jim. These are not the kind of firemen you know about. These young men work with boilers. They have to make sure the fire is hot enough to power the ship. But now, they need Jim's advice."

4. Indicate whether you think the following counseling situation is Sex-Fair or sex-biased. If you think it is sex-biased rewrite the situation to eliminate the sex-bias.

"Marilyn, who was very bright and ambitious and willing to make many personal sacrifices, wanted to develop a career plan in a health related field. She had done extremely well in mathematics and the life sciences in her high school, which was the best academic high school in her country. She also derived great personal satisfaction from working with and helping other people.

Her guidance counselor, Mr. Edwards, had a career planning session with her and recommended that she consider pursuing a career as a Registered Nurse or a Physical Therapist. He suggested that Marilyn could make use of her natural sensitivity in dealing with sick patients and would not have to make the sacrifice of postponing having children until a later age that other careers in the health field would require.

Mini Unit: EXPLORING MALE AND FEMALE CAREER ROLES

Starting Date:

Student's Name:

Target Completion Date:

Actual Completion Date:

Mini Unit Objective: This mini-unit will help you explore your own attitudes about male and female roles, gain an understanding of the factors influencing changes in these roles, and become aware of non-traditional career options.

Mini Unit Evaluation:

1. Feelings About Male and Female Roles

Why Do This Activity?

Your personal feelings about male and female roles in our society will determine the expectations you have for your own life. By evaluating whether or not your attitudes are fair to both sexes, you will gain an understanding which may greatly expand your future options.

Evaluation Will Be Based Upon

- Completeness of requirements
- Ability to follow directions
- Neatness of finished products
- Correct English and Spelling
- Accuracy of answers and conclusions
- Originality of thought

1. Feelings About Male and Female Roles -- Evaluation

1. Feelings About Male and Female Roles

What I Do	What I Use	Product and Evaluation
<p>Sex role stereotyping can touch everyone from infancy to old age. For this reason, it is important to be aware of your own attitudes as well as the attitudes of others regarding male and female roles.</p>		
<p>A. Visit the Career Resource Area in your school and find the pamphlet "Male/Female Roles." Remember, a role is the part a person plays in life. Read the directions in the pamphlet and fill in the blanks. Decide whether your viewpoint regarding male and female roles is more or less traditional.</p>	<p>Pamphlet "Male/Female Roles" (Found in Career Resource Area)</p>	<p>Completed questionnaire in pamphlet Teacher Evaluation</p>
<p>B. Think of the characteristics of an "ideal" boy and girl your own age. List ten traits for each under the headings "Ideal Boy" and "Ideal Girl." Include both physical descriptions and qualities of personality. Compare the two lists and write any characteristics that appear in both groups at the bottom of the page under the heading "Ideal Person."</p>	<p>Notebook paper</p>	<p>List of characteristics of "Ideal Boy" and "Ideal Girl." Teacher Evaluation</p>
<p>Put a "T" in front of each trait that shows a traditional way of thinking about males and females.</p>		<p>102</p>

1. Feelings About Male and Female Roles

What I Do	What I Use	Product and Evaluation
<p>C. Write a journal entry on the following: List the special qualities that make you an individual. Which qualities match more closely with "Ideal Boy," "Ideal Girl," or "Ideal Person" characteristics? Which characteristics would you like to change and why?</p>	Your ECC Journal	Journal entry Teacher Evaluation
<p>D. Every family must decide how to divide household tasks. Using Attachment 1, fill in the blanks assigning each job to someone.</p>	Attachment 1	Completed worksheet Teacher Evaluation
<p>E. Using your completed worksheet (Attachment 1), consider these additional facts about Ted and Sue Browning. Sue is mechanically inclined and good at most repair jobs. Ted's hobby is cooking.</p>	Attachment 1 (Already filled in)	Completed worksheet with changes added Teacher Evaluation
<p>Knowing this, would you change any answers on the worksheet? If so, use a different colored pencil or pen and make the changes.</p>		Teacher Evaluation

i. Feelings About Male and Female Roles

What I Do	What I Use	Product and Evaluation
<p>E. Write a journal entry on the following:</p> <p>Which is more important in determining what work a person should do--</p> <p>--his or her sex? or --his or her individual interests and abilities?</p> <p>You are now aware of sex-role stereotyping, even if the term may be new to you. Sex-role stereotyping means a fixed way of expecting a person to behave just because that person is male or female.</p>	Your ECC Journal	Journal entry Teacher Evaluation

2. Changing Roles In a Changing Society

Why Do This Activity?	Evaluation Will Be Based Upon
Male and female roles in our society are presently undergoing great change. An awareness of the social, economic, and legal factors contributing to these changes will enable you to make more enlightened choices regarding your own future.	Completeness of requirements Ability to follow directions Accuracy of answers, reports, and conclusions Neatness of finished products Correct English, spelling, and form Originality of thought

2. Changing Roles In A Changing Society -- Evaluation

2. Changing Roles in a Changing Society

What I Do	What I Use	Product and Evaluation
<p>READ THE FOLLOWING INFORMATION:</p> <p>You may have heard the old expression "A woman's place is in the home." Many women, however, have always held jobs outside the home. The number of women in the work force is still growing. Between 1950 and 1974 the number of women workers doubled, and today women account for more than two fifths of all workers. In fact, the average woman can expect to work outside the home for 20-25 years of her life.</p> <p>Although most women who work outside of the home do so primarily because they need the income, their earnings as compared to men's have decreased slightly over the last ten years. Today most women still are found in lower paying, lower status jobs. Several reasons for this are listed below:</p> <ol style="list-style-type: none"> 1. Women often have less education than men. 2. Women with families often work outside the home only part time. 3. Women start and stop work to have babies and raise families and so do not advance as quickly as men in seniority or by promotion. 4. Women are still discriminated against in salary and promotion in many occupations. 		

2. Changing Roles in a Changing Society

What I Do	What I Use	Product and Evaluation
A. Complete Attachment 2 to help you determine why so many women are now employed.	Attachment 2	Completed Attachment 2 Teacher Evaluation
B. As more and more women enter the work force, attitudes about their rights and responsibilities in the home and on the job continue to change. Pretend that you work for a newspaper writing an advice column similar to "Dear Abby" or "Dear Ann Landers." Using Attachment 3, write an answer to the letter.	Attachment 3	Answer written to letter to "Dear Gabby" Teacher Evaluation
C. The social and economic factors that have influenced the change in female roles have also had an impact on male roles. More than half of all the women who work outside the home, are married. As more and more women work outside the home, some men have taken over the tasks of housekeeping and child care. These men are sometimes referred to as househusbands. Using Attachment 4 give some thought to this new role and complete the questionnaire.	Attachment 4	Completed Attachment 4 Teacher Evaluation
D. Notice that TV commercials advertising products used in housework are almost always directed toward women. Choose one of these commercials and rewrite it, slanting it toward househusbands.	TV Notebook paper	Rewritten TV commercial Teacher Evaluation

2. Changing Roles in a Changing Society

What I Do	What I Use	Product and Evaluation
We are proud of stating that in the United States all men are created equal. Unfortunately, women have not always shared this equality in legal rights. During recent years, however, legislatures have begun to view the role and status of women differently. They have passed laws which prohibit sex-discrimination in various areas.		
E. Review the laws on Attachment 5. You may think that these laws are of value only to women. Remember that they were passed to end any sex discrimination in the areas mentioned. Therefore, at times men also will benefit from these laws.	Attachment 5	
Arrange with your teacher to have the laws on Attachment 5 discussed in a class setting. You may invite lawyers from the community to talk with the class about court cases involving sex-discrimination, or have different students interview lawyers (in person or by telephone) and report back to the class.		Completed worksheet Teacher evaluation
Using Attachment 6 read each person's problem and decide which law would help him or her.	Attachment 5 Attachment 6	

3. Non-Traditional Career Options For Males and Females

Why Do This Activity?	Evaluation Will Be Based Upon
Your choice of a future career may be limited if you consider only occupations traditionally held by your own sex. By exploring a non-traditional job, you will have an opportunity to re-evaluate previously held attitudes and in doing so, may broaden your career options.	Completeness of requirements Ability to follow directions Neatness of finished products Correct English and spelling Responsibility while visiting a site

3. Non-Traditional Career Options For Males and Females -- Evaluation

3. Non-Traditional Career Options for Males and Females

What I Do	What I Use	Product and Evaluation
<p>Read the following information:</p> <p>A. The number of women in the work force continues to grow. The jobs they hold, however, continue for the most part to be the ones held traditionally by women. One-third of all women workers are employed in clerical jobs while less than seven percent of men hold clerical jobs. Men, on the other hand, are concentrated in craft or operative jobs. Only one percent of women workers hold such jobs. Only in the occupations of professional and technical workers and sales workers are the percentages of men and women workers nearly the same. Thus, people still think of certain occupations as traditionally male or female.</p>		
<p>B. Visit the Career Resource Area in your school and look at occupational briefs, pamphlets, and books about various careers. Are there any materials that seem to be written for only one sex? Make a list of these jobs under the headings "Traditional Male Jobs" and "Traditional Female Jobs." Now put a check beside all of these jobs that you feel could really be handled by either sex.</p>	<p>Notebook paper Occupational briefs, books, and pamphlets about careers</p>	<p>Lists of "Traditional Male Jobs" and "Traditional Female Jobs" and discussion of question</p>
<p>Be prepared to discuss the following question with your teacher:</p> <p>Why has some career material been written to imply that a certain job is open to only one sex?</p>		<p>Teacher Evaluation</p>

3. Non-Traditional Career Options for Males and Females

What I Do	What I Use	Product and Evaluation
C. A person's choice of career may sometimes be influenced in a subtle way by reading or hearing sex stereotyped statements. Using Attachment 7, think about such language as you complete the worksheets.	Attachment 7	Completed worksheets Teacher Evaluation
D. You have had the opportunity to become aware of occupations which are considered traditional for males and females. Now list three jobs considered non-traditional for your sex which you would like to learn more about. Beside each job write reasons telling why you are interested in this occupation.	Notebook paper	List of three non-traditional jobs and reasons why they might interest you Teacher Evaluation
E. Consult with your teacher in the final selection of the non-traditional job you wish to explore. Follow the established procedure in making arrangements for this job exploration. <u>Do not limit your exploration to a telephone interview.</u> Visit one or more work sites in the community where people are presently employed in non-traditional jobs or career fields. Use the questions on Attachment 8 as a guide for obtaining meaningful information about a non-traditional career option.	Attachment 8	
F. Use Attachment 9 in the evaluation of your non-traditional job exploration. Review the information gained by using Attachment 8 when making your evaluation.	Attachment 8 (already completed) Attachment 9	Evaluation Teacher Evaluation

Attachment 1

Exploring Male and Female Career Roles

FAMILY JOBS

Ted and Sue Browning are a young married couple. Recently they moved into their first home.

Below is a list of household jobs. Decide which tasks Ted would be better able to do and write his name beside these jobs. Do the same for Sue. If you feel either one could do the job equally well, write "both" beside this job!

- Earn money to support the family _____
- Wash the clothes _____
- Take out the trash _____
- Pay the bills and balance the checkbook _____
- Cook the meals _____
- Fix a leaky faucet _____
- Shovel the snow _____
- Bake a cake _____
- Do the grocery shopping _____
- Wash the car _____
- Mow the lawn _____
- Clean up after meals _____
- Paint the living room _____
- Change the oil in the car _____
- Clean the house _____
- Return books to the library _____
- Take the car to be inspected _____

Attachment 2
Exploring Male and Female Career Roles

CASE HISTORIES

Read each case history below. Underline all statements explaining why these women work outside the home.

Ann O. had never seriously considered going to work before. She was happily married and had two small children. Then her husband lost his job, and the family needed money. Ann found a job in a bank. Her salary helped the family meet expenses until her husband found another job.

Mary B. had been a homemaker all of her life. She considered it important to be at home while her four children were growing up. When her youngest child left for college, however, Mary began to feel bored and restless. She always enjoyed skiing and she decided to capitalize on this interest. She opened a small shop which rents and sells ski equipment. Once again Mary finds she enjoys life. She now realizes that to be happy, she needs some sort of challenge.

Shelly B. is a personnel manager for a large company. She and her husband do not plan to have children as they are more career oriented than family oriented. Shelly's job is very important to her and she would accept a promotion even if it meant moving across the country and living apart from her husband.

Melanie H. has one eight year old child. Six years ago her husband was killed in an automobile accident. He did not leave much insurance and Melanie had to find a job to support her daughter and herself. She discovered that jobs in the skilled trades often pay well, and after a period of training she got a job as an electrician.

Sherri I. has three school age children. For several years her mother had been unhappy, and one day her husband announced that he wanted a divorce. Sherri soon discovered that she and her children could not live on the child support paid by her former husband, so she accepted a secretarial position.

Sue C. is a lawyer who supports herself. Although she likes young men, she does not wish to marry any of them until she has had more time to be on her own. Even if she should someday marry, it is doubtful that she would give up her job. She spent many years in school working to earn her degree, and she now enjoys the work she is doing.

Attachment 2 (continued)
Exploring Male and Female Career Roles

Jan R. has two junior high age children. Her husband makes an adequate income, but they have not been able to save much money for the children's college educations. Jan returned to the teaching job she had left years before and is now putting aside her earnings to be used later when the children go to college.

Attachment 3
Exploring Male and Female Career Roles

DEAR GABBY

Dear Gabby,

For several years I have been working as a bank teller. Recently I was asked to join the management training program at the bank. The promotion would mean more money and a chance for a much more challenging job. There is one drawback, however. The position would demand more of my time, and I would be unable to be at home as often. I have two school age children and a husband who works as a biology teacher. Should I ask him to help with the child care and housekeeping? Or should I turn down my job opportunity? -- Undecided

Attachment A
Exploring Male and Female Career Roles

HOUSEHUSBANDS

List five reasons why a man might choose to become a househusband.

1. _____
2. _____
3. _____
4. _____
5. _____

Think of the problems a man might face in the non-traditional role of househusband. Would these problems more likely involve the actual work he is doing or his feelings about the work? Give reasons for your answer.

Attachment 5
Exploring Male and Female Career Roles

LAWS PROHIBITING SEX DISCRIMINATION

**Equal Pay Act of 1963
As Amended by the Education Amendments of 1972**

What it says: There will be no discrimination against employees on the basis of sex, in the payment of wages and fringe benefits.

What it means: Examples of discrimination forbidden by this act include:

establishment of different pay scales for females and males who perform substantially similar work;

establishment of higher commissions for male sales clerks who sell men's clothing than for female sales clerks who sell women's clothing.

**Civil Rights Act of 1964
As Amended by the Equal Employment Opportunity Act of 1972**

What it says: There will be no discrimination in employment on the basis of race, color, religion, sex, or national origin.

What it means: Examples of sex discrimination forbidden by this act include:

sex-segregated classified advertising ("help wanted-male" and "help wanted-female");

different retirement ages for men and women;

separate promotion ladders for women and men;

refusal to treat pregnancy as a temporary disability.

Attachment 5 (Continued)
Exploring Male and Female Career Roles

Title IX of the Education Amendments of 1972

What it says: There will be no discrimination in educational institutions against students and employees on the basis of sex.

What it means: Examples of discrimination forbidden by these amendments include:

refusal to hire or promote qualified women as principals in the school system;

refusal of a college to provide housing of comparable quality and cost to students of both sexes;

refusal to provide equal opportunity to both sexes to receive fellowships and scholarships;

maintaining sex-segregated classes in business, vocational, technical, home economics, music, and adult education courses.

PEOPLE WITH PROBLEMS

Ken was a nurses' aide in a hospital. He enjoyed his work but claimed that he was discriminated against because he was paid less than an orderly in the same hospital. An investigation proved that the duties of a nurses' aide were in reality equal to those of an orderly.

Which law would help Ken?

Jim was on the high school wrestling team. During the fall of his senior year he decided to get his body in condition for the upcoming wrestling season by enrolling in a ballet class, which was offered through the adult education program. He was the only male who showed up for the class and he was denied enrollment. It was explained that the class was open only to females.

Which law would help Jim?

Jean worked on the assembly line in a large factory. She needed the salary she earned and was therefore dismayed to learn that she must retire on her next birthday at the age of sixty two. She was even more angry when she discovered that male employees could work until they were sixty five.

Which law would help Jean?

Mary had applied to be an assistant principal in one of the city high schools. Her education and experience made her feel well qualified for the job. A man who was a football coach, however, was given the position. When Mary complained because he appeared to be less qualified than she, she was told that a man was needed in this job because of the discipline problems an assistant principal must handle.

Which law would help Mary?

Robert was a hair stylist in a beauty salon. When the original owner of the shop sold the business, the new owner fired Robert because she preferred to have only women working in her shop. Robert had had eight years of experience as a hair stylist and his previous work had brought in more than enough fees to cover his salary. He decided to complain.

Which law would help Robert?

Sue had worked as a bank teller for several years. One day she discovered that a male teller who had started work only recently was being paid a larger salary than she. When she complained, she was told that he was working only temporarily as a bank teller. Soon, she was told,

Attachment 6 (continued)
Exploring Male and Female Career Roles

he would begin their management training program and for this reason was entitled to the higher salary.
Which law would help Sue?

Linda was sixteen years old and was looking for her first job. In the want ad section of the newspaper she saw the name of a restaurant near her home. The ad read "Wanted--busboys parttime." When Linda inquired about the job, the owner of the restaurant told her that he had a policy of hiring only boys for the work.
Which law would help Linda?

Attachment 7
Exploring Male and Female Career Roles

THE LANGUAGE OF SEX STEREOTYPING

Part I

Underline the parts of each sentence below that lead you to think the job mentioned is held by one sex only.

1. A forest ranger should be in good physical condition because he must spend long hours in rugged country.
2. Many kindergarten children regard their teacher as a mother substitute.
3. Dentists are highly professional men.
4. A college professor has spent many years studying extensively his area of interest.
5. In addition to being courteous and helpful, an airline flight attendant must also keep her appearance attractive.
6. During his apprenticeship, the man who intends to become an electrician must spend several nights each week in school.
7. If you need to ask the librarian a question, be certain to thank her for her help.
8. Although she isn't a doctor, a nurse is an important member of the health care team.

Attachment 7 (continued)
Exploring Male and Female Career Roles

Part II

Some job titles used to describe workers show sex stereotyping.
Change each title below to one that indicates the job could be
held by a person of either sex. The first one has been done for you.

1. fireman -- firefighter
2. mailman --
3. busboy --
4. stewardess --
5. policeman --
6. housewife --
7. waitress --
8. telephone lineman --
9. salesman --
10. seamstress --
11. draftsman --
12. girl Friday --

EXPLORING A NON-TRADITIONAL CAREER

What is a Non-Traditional Occupation or Career?

If you are a girl, have you ever considered a career as an auto mechanic, a doctor, or an airline pilot? If you are a boy, have you ever considered a career as a kindergarten teacher, a florist, or a nurse? These are some examples of non-traditional occupations for females and males.

At one time it might have been unusual to see a female auto mechanic or a male kindergarten teacher. But things are changing. Many new career opportunities are available for men and women today, because most people realize that a person's qualifications for a job are more important than his or her sex, race, or age. Whether you are female or male, you have an opportunity in the ECC program to explore many careers you may never have considered before.

When Can You Explore a Non-Traditional Occupation?

You may choose to explore a non-traditional career during your Primary Cluster Explorations, during your Secondary Cluster Explorations, or during both.

When you explore a non-traditional career, you will plan and complete your site visit in much the same way you would any other exploration. The major difference is that you have an opportunity to ask some special questions of the worker in a non-traditional job.

You can get ideas about different non-traditional occupations to explore from your teacher.

Here are some questions you may use when you interview workers in non-traditional jobs:

1. What is the ratio of males and females working within this occupation at your place of employment?
2. What special problems did you have in getting this job? Did you have to take legal action to secure the employment?
3. Did you find any family opposition to your entering this career?
4. What were the responses from your friends when you told them about your job?
5. How have you been treated by your co-workers?

Attachment 8 (continued)
Exploring Male and Female Career Roles

6. Have you found any physical demands that you could not meet at first?
7. Are your opportunities for advancement the same as for members of the opposite sex?
8. Would you advise someone else of your sex to enter this occupation?

Exploring Male and Female Career Roles

EVALUATION OF NON-TRADITIONAL JOB EXPLORATION

Part I

The non-traditional job I explored was _____

I would/would not be interested in working in this occupation.
(Circle "would" or "would not")

List the reasons for your answer below.

- 1.
- 2.
- 3.
- 4.
- 5.

Part II

Complete a Career Exploration Guide for your non-traditional site visit. If you are not using the Exploration Guide, use this sheet to write a description of your site visit. (Where did the exploration take place? Who was your community instructor? What did you learn about the job?, etc.)

STUDENT NAME _____

LIFE SKILLS AREA Personal/Social Development

COMMUNITY INSTRUCTOR _____

PROJECT TITLE Who Are We?

LEARNING MANAGER _____

STARTING DATE _____

TARGET DATE _____

COMPLETION DATE _____

RATIONALE: This project will acquaint you with past and present viewpoints regarding roles of men and women in our society. With this background information, you will record your personal attitudes about career and life roles of males and females and speculate on the effect contemporary attitudes may have on your future.

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
<p>I. Where Do You Stand?</p> <p>A. To help you discover where you stand on the career and life roles of males and females, complete the blue questionnaire, Male/Female Roles. The questionnaire can be found in the Career Resource Area. It begins: "Society is changing. It is questioning once commonly accepted beliefs..."</p> <p>In addition to reflecting your honest attitudes and values, your answers should be well written and complete. Be prepared to discuss your answers with your learning manager.</p>	Male/Female Roles Questionnaire (found in the Career Area)	Well written, complete questionnaire, Male/Female Roles L.M. Certification
<p>B. Find and interview someone whose viewpoints on one question (in A above) differ from yours. Write a short paper explaining his/her viewpoints. Conclude the paper with a statement of why you still defend your own viewpoint, now agree more with the other person's viewpoint, or can see it from more than one viewpoint.</p>	Student or adult acquaintance Completed Male/Female Roles Questionnaire (From A above)	Short paper explaining another's viewpoints and defending your own. 135 135 L.M. Certification

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
<p>II. Definitions</p> <p>Using any available resources (print or broadcast media, personal or your own or other's experiences), describe a current or historical event to define and show an example of the 6 words or phrases listed below.</p> <p>Credit each source with appropriate bibliographical information or include an actual example of newspaper articles, magazine pictures, etc.</p> <p>sex bias (or sex discrimination) sex fair (or sex equity) masculinity femininity stereotyping affirmative action</p>	<p>Newspaper Articles</p> <p>Movies</p> <p>T.V. Shows</p> <p>Personal Experiences</p> <p>Experiences of others</p> <p>Books about: History Herstory Feminism Male Roles</p> <p>Community groups</p>	<p>Six well written definitions and examples, each illustrating one word or phrase listed under A.</p> <p>L.M. Certification</p>

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
<p>III. Sex biased/sex fair words, phrases, and practices</p> <p>A. Complete Attachment 1 using your own knowledge and suitable references.</p> <p>READ THE FOLLOWING INFORMATION:</p> <p>"Does the language we speak affect our perception of the world around us?" Yes, it does says Edward Sapir, a famous linguist: it affects our thinking and our lives at the subconscious level of our awareness. He states his hypothesis as follows:</p> <p>'Human beings do not live in the objective world alone, nor alone in the world of social activity as ordinarily understood, but are very much at the mercy of the particular language which has become the medium of expression for their society...' (From "Today's Changing Roles: An Approach to Non-Sexist Teaching, developed by Educational Challenges, Inc., Washington, D.C., published by National Education Association, 1974).</p>	<p>Attachment 1</p> <p>Resources in the Career Resource Area</p> <p>Resources in the school or public library</p> <p>Resources from your LM</p>	<p>List of acceptable sex fair words.</p> <hr/> <p>L.M. Certification</p>

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
<p>B. Review career related materials of your choice (pamphlets, books, films, filmstrips, etc.) looking for examples of sex bias. Use Attachment 2 for ideas of what to look for while reviewing materials. Write a business letter to at least one publisher pointing out the specific sex bias(es) and expressing your feelings and opinions about their occurrence in the materials. Clear your letter with your learning manager and mail it.</p>	<p>Attachment 2 Career-related materials</p>	<p>Business letter to publisher pointing out specific sex bias(es) and expressing feelings and opinions about their occurrences.</p> <hr/> <p>L.M. Certification</p>
<p>C. From your own experiences describe to your learning manager an instance illustrating sex bias or stereotyping. It may relate to teaching, counseling, hiring, coaching, or other similar practices. Be prepared to explain how you handled the situation and how you felt about it at the time.</p>	<p>Personal experiences</p>	<p>Personal experience with sex bias or stereotyping.</p> <hr/> <p>L.M. Certification</p>

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
<p>IV. Career Goals and Role Models</p> <p>A. Select one (or more) person with whom you identify. It may be someone you admire, would like to know (or know better), see as a role model, or would like to imitate or copy.</p> <p>It might be a member of your immediate family or a more distant relative; someone from the sports or entertainment worlds; someone from history, literature, music, or the arts; a neighbor or a teacher; someone in a position of leadership; a close friend or a casual acquaintance; or someone who is a figment of your own (or another's) imagination.</p> <p>Analyze what it is about this person (these persons) you admire or would like to copy. Is it their behavior, mannerisms, successes, skills, talents, knowledge, intelligence? Is it their career or life style; or their self confidence, dedication, composure; or their means of expressing themselves? Is it their political, social, economic status?</p> <p>List those things you admire about one or more persons with whom you identify.</p>	<p>Your own knowledge</p>	<p>List of things you admire about one or more persons with whom you identify.</p> <p>L.M. Certification</p>

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
<p>B. On another sheet of paper, draw two columns. Entitle the sheet "Career Goals and Role Models." In one column, write some goals related to the life and career roles you are presently considering for yourself. In a second column, indicate how your role model (from A and B above) might have influenced (or still could influence) your thoughts, feelings, actions, about your life and career goals.</p>	<p>Information from A above.</p>	<p>List of personal goals with correlating statements showing the actual or potential influence of a role model on your thoughts, feelings, actions.</p> <p>L.M. Certification</p>

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
V. Facts vs. What People Think	Attachment 3 Career Resource Area School or public libraries Acquaintances (Community instructors, family, friends, teachers, neighbors). Resources from L.M.	Completed survey statements including sources used in locating correct facts. L.M. Certification
A. Using resources available in the Career Resource Area or school or public libraries, locate and write in the missing facts for statements one through seven on Attachment 3, Survey -- Facts vs. What People Think. Be sure to indicate the source of your information (title, author, publisher, copyright date, and page). Write your opinions for questions eight and nine.	Attachment 3 (partially completed) At least 3 people in different age groups to interview.	Completed survey form with opinions from at least 3 different people representing at least 3 different age groups.
B. Survey 3 people for each statement or question. Read them the statements or questions as written before you researched and wrote in the facts (or your opinion for questions eight and nine). Ask them to complete the blanks on the basis of their own knowledge. After interviewing each person, tell him/her the correct answers to the statements or questions. Interview at least one person in each of the following age groups: Younger than 25 Between 25 and 45 Older than 45		L.M. Certification

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
C. In analyzing responses to your survey, answer such questions as: Did any one age group seem more knowledgeable than the others? Did men or women seem to know more facts? How did people react when told the correct answers? Were they surprised? Doubtful? What conclusions can you draw from your findings about public awareness of sex roles? Would you consider working in a non-traditional role some day? Why or why not?	Attachment 3 (completed)	Well written answers to questions regarding survey. L.M. Certification
VI. Laws Affecting Rights Laws which prohibit sex discrimination in employment and education are designed to protect the rights of both females and males. Read the "Laws and Guidelines" sheets (Attachment 4) and complete the "What's the Law?" sheets. Use any other resources necessary to find out details about the laws (for example, arrange with your learning manager to have a local attorney talk with the class about the laws, court cases regarding sex discrimination, reverse discrimination, etc.).	Attachment 4 Resources from LM Local, state or federal government offices Attorneys from the local community	Completed "What's the Law?" case studies sheets. L.M. Certification

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
VII. Male/Female Career Options		
A. Using Attachment 5 as well as any other available resources as a guide, develop a questionnaire designed to discover the extent of sex bias or stereotyping in various careers.	Attachment 5 Career Resource Area School and public libraries Knowledgeable authorities	Sex bias or stereotyping questionnaire L.M. Certification
B. Following established ECC community exploration procedures, visit a work site where you can interview one woman OR one man in a non-traditional career role. Complete the Career Exploration Guide and obtain answers to your questions.	Person working in career considered non-traditional for his or her sex. Career Exploration Guide (from Learning Manager) Questionnaire developed in A above.	Completed questionnaire and Career Exploration Guide. L.M. Certification
C. Write a journal entry to record your reactions to the non-traditional exploration, and tell your feelings about working in a non-traditional job yourself someday.	Career Exploration Guide (completed in B above) Questionnaire (completed in B above) Your personal reactions and feelings.	Journal entry. L.M. Certification

WHO ARE WE?
Attachment 1

SEX BIAS/SEX FAIR WORDS AND PHRASES

Rewrite the sex biased words or phrases to make them sex fair.

SEX BIASED

SEX FAIR

Example: Fireman

Example: Fire fighter

1. housewife or househusband
2. mankind
3. steward or stewardess
4. primitive man
5. Each student will submit his assignment.
6. manmade
7. cleaning woman
8. insurance man
9. The office was manned by...
10. chairman or chairwoman
11. old maid
12. foreman
13. mailman
14. male nurse
15. I now pronounce you man and wife
16. salesmen or saleswomen
17. college boys and co-eds
18. office girl
19. caveman

WHO ARE WE?
Attachment 1 (Continued)

SEX BIASED

SEX FAIR

- 20. woman novelist
- 21. forefathers
- 22. lady doctor
- 23. family man
- 24. The secretary...she
- 25. cameraman

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WHO ARE WE?
Attachment 2

THINGS TO CONSIDER

The following are some questions you might wish to consider as you look through materials for examples of sex bias.

1. Are males and females consistently represented in equal balance?
2. Do the materials show a variety of choices for males and females and are both encouraged to pursue personal goals, including non-traditional ones, if they are so inclined?
3. Are females and males encouraged to develop their own lives, meet their own challenges, find their own solutions?
4. Do illustrations tend to stereotype the workers according to traditional sex roles? dress? mannerisms?
5. Is inclusionary language used (i.e. police officer instead of policeman, "staffed by" instead of "manned by," etc.)?
6. Are females and males shown at a variety of levels in an occupation as well as in a variety of professions, trades, or jobs?
7. Are males and females shown as worthy models to emulate?
8. Do the materials fairly represent accomplishments of both sexes in any given field?
9. Does the author avoid language which is patronizing, demeaning, or limiting, to either sex?
10. Are members of either sex arbitrarily assigned leading or secondary roles?
11. Are both sexes treated with the same respect, dignity, and seriousness?
12. Are members of both sexes represented as whole human beings with human strengths and weaknesses, not masculine or feminine ones?

WHO ARE WE?
Attachment 3.

SURVEY -- FACTS vs. WHAT PEOPLE THINK

1. In the midfifties, women made up about _____ percent of the U.S. labor force; by the midseventies, women made up about _____ percent of all workers.

Source: _____

Name	Age Group	Midfifties	Midseventies
_____	_____	_____ %	_____ %
_____	_____	_____ %	_____ %
_____	_____	_____ %	_____ %

2. In the early forties, married women (husband present) made up about _____ percent of all working women; by the midseventies, married women (husband present) made up about _____ percent of all working women.

Source: _____

Name	Age Group	Midfifties	Midseventies
_____	_____	_____ %	_____ %
_____	_____	_____ %	_____ %
_____	_____	_____ %	_____ %

WHO ARE WE?
Attachment 3 (Continued)

3. In the midseventies, women made up about _____ percent of all professional and technical workers; about _____ of all clerical workers.

Source: _____

Name	Age Group	Professional/ Technical	Clerical
_____	_____	_____ %	_____ %
_____	_____	_____ %	_____ %
_____	_____	_____ %	_____ %

4. Between the midsixties and midseventies, the earnings of women, as compared to men (increased slightly) (decreased slightly) (stayed about the same).

Source: _____

Name	Age Group	Increased Slightly	Decreased Slightly	Stayed the same
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

WHO ARE WE?
Attachment 3 (Continued)

7. As the educational attainments of women have increased, the number of women in the work force has (increased) (decreased) (stayed the same).

Source: _____

Name	Age Group	Increased	Decreased	Stayed the same
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

8. What do you think will happen to men in the work force as career opportunities for women expand? (Your opinion)

Name	Age Group	Opinion
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

WHO ARE WE?
Attachment 3 (Continued)

5. Most women who work outside the home do so primarily because

Source: _____

6. Today, most women average about _____ years working outside the home.

Source: _____

9. In what ways do you think marriage and family life will be affected as more women take on career commitments? (Your opinion)

Name	Age Group	Opinion

*LAWS AND GUIDELINES PROHIBITING DISCRIMINATION IN EDUCATION AND EMPLOYMENT

In the past several years, new laws have been enacted to prohibit discrimination in both education and employment. Many of these laws have been designed to eliminate discriminatory practices on the basis of race, color, religion, and national origin. Since 1972, discrimination on the basis of sex has been included through the extension and enforcement of existing laws.

Many of these laws are having a major impact on instances of discrimination. The *Equal Pay Act of 1963*, for example, prohibits discrimination in salaries on the basis of sex. The *Equal Pay Act* prescribes that equal pay be given to employees who perform tasks requiring equal skill, effort, and responsibility under similar conditions. This legislation has been used as a legal basis for a variety of court decisions. In 1970, the U.S. Supreme Court ordered the Wheaton Glass Company to pay back over \$900,000 in back wages and interest to women who were being paid 21.5 cents per hour less than men, and doing substantially the same work. In 1973, American Telephone and Telegraph was ordered to award back pay to 15,000 employees. Thirteen thousand of these employees were women who had been given no opportunity to be assigned to better paying jobs. The Wage and Hour Division of the Department of Labor estimates that as of April 1975, over \$108 million is still due to 203,280 working women and men.

Another law which has been utilized frequently is *Title VII of the Civil Rights Act of 1964*. This legislation prohibits discrimination based on race, color, religion, national origin, or sex which affects equal access to jobs. For example, with the exception of jobs within particular religious orders and within the specifications for actor or actress, few job specifications can be legally classified as *bonafide occupational qualifications* to exclude either sex from employment. During the first year of enforcement by the Equal Employment Opportunities Commission, over 40 percent of the complaints charged discrimination on the basis of sex (Bird, 1969). In 1971, over 6,000 charges of sex discrimination alone were filed (Bem and Bem, 1973).

Employees must be alert to discriminatory practices which may still exist, such as:

Same title, but lower pay, e.g. teacher or coach

Same work, but different title with lower pay, e.g., administrative assistant vs. assistant director;

*Adapted from Sex Fairness in Career Guidance, Abt Publications, Cambridge, Massachusetts, 1975, pp. 27-29.

What's The Law?

Michael, a buyer for a department store, and Julie, a law school student, have been married for 20 years and have two children. Nora is 17 and Danny is 15. Danny and Nora have recently enrolled in the ECC program in their high school, and are discussing the program with their parents.

Nora talks about the career explorations, and how part of the program involves exploring non-traditional career options. Both Julie and Michael are particularly supportive of the program, especially as it deals with changing male and female roles. Danny says he doesn't know why it's so important to know about things like laws that prohibit discrimination. He doesn't think it happens very often, and what does it do for men, anyway?

Julie takes the opportunity to talk about several cases of discrimination she has studied in her law courses.

DIRECTIONS:

1. Read the brief case studies which follow.
2. Using applicable information about the laws from "Laws and Guidelines Prohibiting Discrimination in Education and Employment" (Attachment 4), record the law which appropriately deals with each case study.
3. Check your answers for each case study with your learning manager.

Same work, same pay, but different qualifications, e.g. recruiting standards may be higher for women than for men; and

Same work, but different opportunities for promotion.

In addition, affirmative action programs are now required by Executive Orders 11246 and 11375 as outlined by the implementing regulation, Revised Order No. 4. These affirmative action programs are required by all companies with federal contracts of \$50,000 or more and 50 or more employees. Affirmative action may also be required under other laws after discrimination is found. Although affirmative action programs are different, they all are designed to assure women and minorities reasonable representation on the basis of availability for each job category within the organization. This is usually done by comparing the number of women and/or minority employees with the labor pool available in the local community.

Until the fall of 1971, with the passage of the Public Health Service Act, no federal legislation prohibited sex discrimination among students at all levels of education. Much broader provisions were outlined when Title IX of the Education Amendments of 1972 was enacted. Title IX prohibited sex discrimination in admissions and treatment of students in all federally assisted education programs. Since that time there has been considerable speculation concerning the changes which will be required to comply with Title IX. The implementing regulation may affect policies relating to competitive athletics, recruiting, admissions, students benefits, housing rules, single-sex courses, textbooks and curriculum, and women's studies programs. The full impact of this legislation remains to be seen.

WHAT'S THE LAW

Case Studies

1. Ken was a nurses' aide in a hospital. He enjoyed his work but claimed that he was discriminated against because he was paid less than an orderly in the same hospital. An investigation proved that the duties of a nurses' aide were in reality equal to those of an orderly.
Which law would help Ken? _____
2. Jean worked on the assembly line in a large factory. She needed the salary she earned and was therefore dismayed to learn that she must retire on her next birthday at the age of sixty-two. She was even more angry when she discovered that male employees could work until they were sixty-five.
Which law would help Jean? _____
3. Jim was on the high school wrestling team. During the fall of his senior year he decided to get his body in condition for the upcoming wrestling season by enrolling in a ballet class, which was offered through the adult education program. He was the only male who showed up for the class, and he was denied enrollment. It was explained that the class was open only to females.
Which law would help Jim? _____
4. Mary had applied to be an assistant principal in one of the city high schools. Her education and experience qualified her for the job. A man who was a football coach, however, was given the position. When Mary complained because he appeared to be less qualified than she, she was told that a man was needed in this job because of the discipline problems that an assistant principal must handle.
Which law would help Mary? _____
5. Sue had worked as a bank teller for several years. One day she discovered that a male teller who had started work only recently was being paid a larger salary than she. When she complained, she was told that he was working only temporarily as a bank teller. Soon, she was told, he would begin their management training program and for this reason was entitled to the higher salary.
Which law would help Sue? _____
6. Robert was the only additional worker in a small greenhouse run by an elderly couple. When the original owners of the shop sold the business, the new owner fired Robert because she preferred to have another woman working in her greenhouse.

WHO ARE WE?

Attachment 4 (continued)

Robert had had three years of experience as a greenhouse worker, and his previous work had brought in more than enough money to cover his salary. He decided to complain. Which law would help Robert?

7. Linda was sixteen years old and was looking for her first job. In the want ad section of the newspaper she saw the name of a restaurant near her home. The ad read "Wanted--busboys part-time". When Linda inquired about the job, the owner of the restaurant told her that he had a policy of hiring only boys for the work. Which law would help Linda?

MALE/FEMALE CAREER OPTIONS QUESTIONNAIRE IDEAS

1. Why traditionally does your job? male female either
Why the historic reasons or precedents for this?
What trends are taking place or do you think will take place
to change this situation?
2. Does your job require any physical characteristics (strength for example) which makes the job more suitable for men than women? Women than men?
3. Assuming all other factors and conditions (education, experience, personality, skill, circumstances, etc.) were essentially the same but that you were a member of the opposite sex, do you think you would
 - have been hired to do your job?
 - be earning (more), (less), (the same) as you do now?
 - have the same opportunities for advancement as you do?
 - have experienced any sex-related biases or barriers getting or working in your job?
 - have received (more positive)*(more negative) reception from your co-workers when you began the job?
 - have difficulty transferring to a similar job with another company?
 - have had any opposition from family or friends when you took the job?
 - have received (more positive) (more negative) attention from your superiors?
 - have been counseled (by school counselor, employment agencies, personnel department, others) not to prep.. for or attempt to get the job?
 - have had the same duties and responsibilities as you do now?
 - have been expected to meet the same standards of performance and/or accomplish the same things you are expected to achieve now

WHO ARE WE?

Attachment 5 (Continued)

- have encountered any special problems because of your sex?
 - have experienced any physical demands that you might not have been able to meet at first or that you would have had to overcome?
4. What kinds of hardship might a person of the opposite sex expect to encounter in your job?
 5. What, if any, are some interesting incidents which have occurred to you (either when preparing for or working on the job) due to your sex?
 6. Do you think a person's sex should determine which duties and responsibilities a worker should be assigned?
 7. Have you experienced or observed anyone taking any legal recourse or action in order to gain adequate consideration for a non-traditional job?
 8. If you were to be transferred from this area, what kinds of problems might you face if your spouse also worked?
 9. If you are in a non-traditional role, what were your feelings when you first got your job?

SEX-FAIR CAREER GUIDANCE WORKSHOP
EXPLORING CAREERS IN THE COMMUNITY
PROJECT ON NON-TRADITIONAL CAREER EXPLORATIONS

Old Heidelberg Inn
, Golden

Wednesday, February 15, 1978
Thursday
8:

A G E N D A

8:30 - 9:00	Introductions	Dr. Robert Blum Career Education
9:00 - 9:30	Project Pretest	Ms. Linda Doyle Career Education
9:30 - 10:15	Large Group Activity: Exploring Sex-Roles	Ms. Cherie Lyons Career Education Ms. Linda Doyle
10:15 - 10:30	Break	
10:30 - 11:00	Guest Speaker Presentation: Changing Realities: Social, Legal and Economic Aspects	Dr. Martha Fair Colorado Department of Education
11:00 - 12:15	Small Group Activities: Identifying Sex-Bias in Career-Related Materials Large Group Discussion	Dr. Nancy Scott Institute for Equality in Education Ms. Linda Doyle
12:15 - 1:00	Luncheon	
1:00 - 2:30	Practicing Sex-Fair Counseling Techniques: Introduction Demonstration Small Group Role-Plays Large Group Discussion	Dr. Nancy Scott
2:30 - 2:45	Break	
2:45 - 3:15	Utilizing Non-Traditional Community Resources and Individualized Activities in the ECC Program	Mr. Mike Miller Ms. Elena Newton Community Resource Specialist Selected ECC Team Leader
3:15 - 3:30	Workshop Evaluation	Ms. Linda Doyle
3:30 - 4:00	Questions, Wrap up	

Colorado Department of Education
Title IX - Sex Equity Consultant
Dr. Martha H. Fair

Sex Equity Pre-Test - Post-Test

1. Title IX regulations require:
 - a. that equal amounts of money be spent for both boys and girls.
 - b. that certain textbooks and materials not be used.
 - c. that equal educational opportunity be in all school activities.
2. Research indicates that both male and female counselors:
 - a. do not hold differential perceptions of appropriate academic choices for modest females.
 - b. apply traditional role stereotypes to both college and non-college bound females.
 - c. use non-sex biased instruments in the counseling process.
3. An analysis of athletic budgets in secondary programs indicates that the ratio of expenditures for females and males approximates:
 - a. \$2/\$5.
 - b. \$1/\$10.
 - c. \$1/\$50.
4. A 1970 study indicated that of the nation's 17,000 school districts, only _____ offered pregnant students any educational services at all.
 - a. one-half.
 - b. one-fourth.
 - c. one-third.
5. A survey by the American Council on Education found that of all freshmen in college, women were more likely than men to be high achievers in all areas except:
 - a. science and athletics.
 - b. math and science.
 - c. science and music.
6. Though 29% of the women who received education degrees received advanced degrees in education and administration, there are only _____ superintendents.
 - a. 15.3%.
 - b. 25.9%.
 - c. .6%.
7. Though males and females perform equally well in reading, English, math, science, and social studies by age 13:
 - a. females show a decline in performance in all areas of learning after age 13.
 - b. males show a slight advantage over females.
 - c. males consistently outperform females.
8. Research shows that the extent and degree of sex differences in achievement is explainable:
 - a. by the superior visual spatial abilities of males.
 - b. by the superior verbal abilities of females.
 - c. by factors other than basic sex differences.

9. The highest unemployment rate among any group in our society is found among 16-19 year old:
- a. minority males.
 - b. non-minorities males
 - c. minority females.

10. In 1960, the median income for men was _____.
the same as
less than
more than

11. For every \$1.00 men earn, women earn _____.
- a. 95¢.
 - b. 76¢.
 - c. 57¢.
12. Both husband and wife work in _____ of the nation's married families.
- a. 35%.
 - b. 47%
 - c. 65%
13. What percent of young women currently in high school will eventually work for incomes outside of the home?
- a. 90%.
 - b. 55%.
 - c. 40%.
14. One professed reason for paying women less than men is that men have families to feed while women work only to supplement family income. Of the women who work, how many are the sole support of a family?
- a. one in 25.
 - b. one in 8.
 - c. one in 3.
15. The median wage for women, compared to the median wage for men doing the same work is :
- a. 20% less.
 - b. 30% less.
 - c. 40% less.
16. The average woman in the labor force has completed a median of 12.6 years of schooling. This median is _____ as her male counterpart.
- a. more than
 - b. the same
 - c. less than

School/Organization _____

M F

Sex

Date _____

CHECKLIST FOR CAREER PLANNING MATERIALS¹

The following checklist provides a series of questions to be considered in evaluating sex fairness in life/career planning materials.

- | | YES | NO | N/A |
|---|-------|-------|-------|
| 1. Do illustrations show men in traditional masculine roles and/or women in traditional feminine careers? | _____ | _____ | _____ |
| 2. Do illustrations show women predominantly as helpers, or men as leaders or figures of authority? | _____ | _____ | _____ |
| 3. Do the illustrations show women mainly in passive postures (such as watching, sitting or waiting) and/or men in active postures? | _____ | _____ | _____ |
| 4. Do the illustrations in general show women as smiling and pleasant? | _____ | _____ | _____ |
| 5. Do the illustrations in general show men as serious and thoughtful? | _____ | _____ | _____ |
| 6. In careers traditionally considered as "masculine," is the female figure shown less frequently as the career representative than the male figure? | _____ | _____ | _____ |
| 7. Is the generic "he" used for traditional male occupations, and/or the generic "she" for traditional female occupations? | _____ | _____ | _____ |
| 8. Are women encouraged to consider traditional female roles and/or men encouraged to consider traditional male roles? | _____ | _____ | _____ |
| 9. If occupational titles are used, are they sex-biased; for example, "fireman" rather than "firefighter," or "mailman" rather than "mail carrier?" | _____ | _____ | _____ |
| 10. Is there evidence of tokenism? For example, one or two striking examples of equal sex treatment may be presented, but the material overall may be dominated by male role models and/or sex-biased language. | _____ | _____ | _____ |

¹ Adapted from materials prepared by Jan Bick for article in *Women in Education*.

² Items 7 through 12 are adapted from *Women on Words and Pages: Help Wanted in Career Education Materials*. New York: Educational Products Information Exchange, 1975.

YES NO N/A

11. If references exist to family responsibility, are there sex-differentiated expectations? Is it assumed, for example, that it's woman's basic responsibility to raise and care for a family? Is it assumed that man's basic responsibility is to be the economic provider?

If references are made to appearance, physical qualities or personality traits as being significant factors related to success, are they sex-biased? For example, is being a nurturant person related to being a successful nurse?

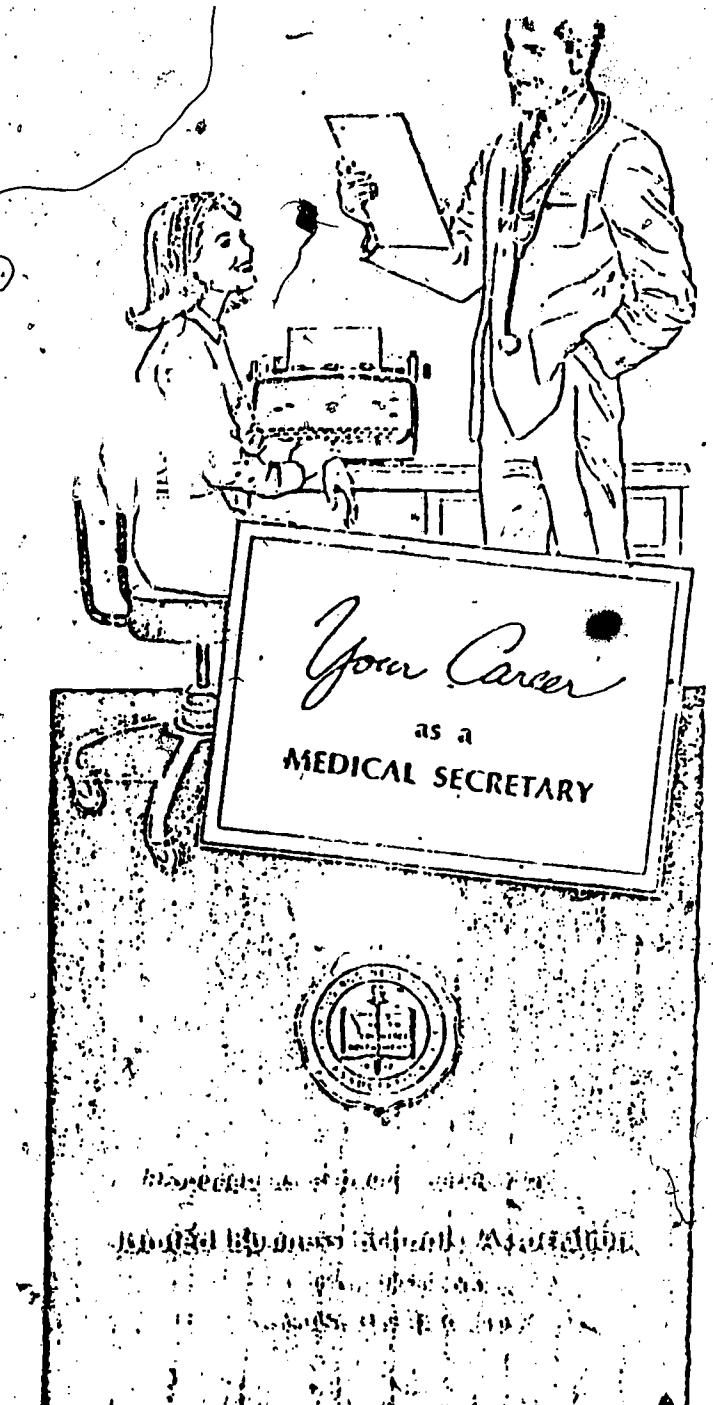
13. Is there evidence of sex-biased language, such as using "man" or "mankind" rather than "people" or "persons"--and using forms of the masculine pronoun (he, his, etc.) to refer to people in general?

14. If the setting of the illustrations is outdoors, are men predominantly featured in the outdoor setting?

15. If the materials are mediated (film, filmstrip, slide/tape) is the narration done largely by a male? a female? both?

16. List additional instances of bias (if any) in language or implication:

17. List instances of sex fairness and affirmative language or implications (be careful to distinguish this from "tokenism"):



CAREER INFORMATION BROCHURE

(selected sections)



THE MEDICAL SECRETARY ... AN EXCITING, REWARDING CAREER

Do you want to serve as a key member of a medical health team? Are you understanding and sympathetic? Can you remain calm in an emergency? Do you enjoy working with professionally educated men, such as physicians, dentists, and research scientists? Are you looking for an emotionally and financially rewarding career? If so, you may be interested in a career as a medical secretary.

WHAT IS A MEDICAL SECRETARY?

A medical secretary is able to speak tactfully to patients. She knows the code of medical ethics and the meaning of "privileged information." She has good telephone manners and is able to arrange appointments efficiently. She has a knowledge of accounting and is able to collect bills courteously. A medical secretary is familiar with medical technology and is able to take dictation rapidly and accurately. She is able to type reports, case histories, and insurance forms correctly. She knows how to operate dictating and duplicating equipment. A medical secretary is a whiz at filing and ordering office supplies. She is capable of administering first aid. She can take temperatures, weigh and measure patients, calm upset patients, prepare patients for examinations and treatment, and sterilize equipment. She knows how to make basic laboratory examinations such as blood counts, urine analysis, and basal metabolism. A medical secretary sometimes called an administrative medical secretary is a capable efficient assistant, who is able to manage the physician's office and perform simple laboratory tests leaving the physician more time to devote to the treatment of his patients.

WHY SHOULD I GO TO A BUSINESS SCHOOL?

The private business school or junior college in business

has a very keen interest in each student. The success of the school depends upon the success of its graduates.

Is in immediate touch with the business needs of the community and can respond to the needs of the community.

Has the practical atmosphere of the office allowing the student to develop a truly functional viewpoint.

Helps its graduates secure jobs.

Hand-tailored instruction, counseling, and class size to provide a close student-teacher relationship.

School/Organization _____

Date _____

M F
Sex

ACTIVITY STATION #1

Career Information Materials:
From Sex-Biased to Sex-Fair

La

Part I: Identifying Bias

Underline or circle instances of sex stereotyping in the following example. You are free to make notes about language representations in the margins.

From an occupational brief entitled, "Medical Laboratory Assistants and Technicians": (Occupational Exploration Kit, SRA, 1972).

It was late afternoon as Marsha worked in the lab of a small hospital, calculating the results from a determination. Suddenly a call came in from the emergency room. A man had been seriously injured in a motorcycle accident and was in need of an immediate blood transfusion. Marsha grabbed her equipment, hurried to emergency, and took a sample of the man's blood. She dashed back to the laboratory to determine his blood type and draw a matching container from the hospital blood bank. Her next step was to check the blood in the container with the injured man's to make sure it was compatible. Although she is not a doctor, Marsha's quick and accurate response helped to save a young man's life.

Because a high percentage of medical laboratory workers are women, there is a high rate of turnover. Replacements are needed.

Excerpts adapted from
Pioneer Cooperative, National Survey of Women in Education and Employment, January 26-27, 1971, Cleveland, Ohio.
Supported by U. S. Office of Education, Grant No. G04-76 03.01

for those who leave the field for marriage and family responsibilities. Both full- and part-time work will be available for women who leave the field temporarily and wish to return at a later date when their children are grown.

Opportunities are also excellent for older workers and handicapped persons, since some areas of the work require little physical exertion.

While women make up the majority of medical laboratory assistants and technicians, men are entering the field in growing numbers, including many who received training in military service.

From an occupational brief entitled, "Foremen": (OEK, 1972).

Bill felt rather than saw the foreman come up beside him. He had almost completed a job, so he looked up briefly, expecting to be given another assignment. He was surprised when Jim said, "When you finish there, go down to see Mr. Burns. Report when you get back."

As soon as Bill sat down in the office, Mr. Burns, the General Superintendent, came right to the point: "Bill, you've worked in the machine shop four years--right? And before you came to us, three years at ABC Company. Let's see--you completed apprentice training there...good production and attendance record...you get on well with other men..."

Requirements

In most industries, foremen come from the ranks of the workers. In a machine shop, for example, a foreman is often chosen because

he is a skilled worker with a good record.

Education and Training

In large industrial centers, many of which have a shortage of skilled workers, employers seek young men who will persevere through apprentice training. This is especially true in metal-trades industries. Often young men who are naturally inclined and not especially interested in a college-degree program can find excellent opportunities by going into industry as apprentices as soon as they graduate.

A good work and study record as an apprentice is the first step to promotion to a foreman's job. But a man will need several years of experience (after his training is finished) before he is ready for promotion.

(Activity
Station 1)

Part 2: Rewriting for Fairness: Go over the instances of sex-bias you marked in Part 1. In the excerpts below, cross out and rewrite the biased words and sentences and make them sex-fair.

"Medical Laboratory Assistants and Technicians":

It was late afternoon as Marsha worked in the lab of a small hospital, calculating the results from a determination. Suddenly a call came in from the emergency room. A man had been seriously injured in a motorcycle accident and was in need of an immediate blood transfusion. Marsha grabbed her equipment, hurried to emergency, and took a sample of the man's blood. She dashed back to the laboratory to determine his blood type and draw a matching container from the hospital blood bank. Her next step was to check the blood in the container with the injured man's to make sure it was compatible.

Although she is not a doctor, Marsha's quick and accurate response helped to save a young man's life.

Because a high percentage of medical laboratory workers are women, there is a high rate of turnover. Replacements are needed for those who leave the field for marriage and family responsibilities. Both full- and part-time work will be available for women who leave the field temporarily and wish to return at a later date when their children are grown.

Opportunities are also excellent for older workers and handicapped persons, since some areas of the work require little physical exertion.

While women make up the majority of medical laboratory assistants and technicians, men are entering the field in growing numbers, including many who received training in military service.

"Foremen":

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pleted apprentice training there...good production and attendance record...you get on well with other men..."

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In large industrial centers, many of which have a shortage of skilled workers, employers seek young men who will persevere through apprentice training. This is especially true in the metal-trades industries. Often young men who are mechanically inclined and not especially interested in a college-degree program can find excellent opportunities by going into industry as apprentices as soon as they graduate.

A good work and study record as an apprentice is the first step to promotion to a foreman's job. But a man will need several years of experience (after his training is finished) before he is ready for promotion.

ACTIVITY STATION #3. OBJECT ASSOCIATION

Directions:

1. Choose several of the objects to explore with your senses: sight, touch, smell (as appropriate).
 2. List the first five words that come to mind as you explore each object.

Object 1 _____ Object 2 _____ Object 3 _____ Object 4 _____ Object 5 _____

3. What occupation(s) would you associate with each object?

4. From your description of each object or your feelings about it, would you call it masculine or feminine? Tell why.

Date: _____

Teacher/Counselor School _____

Observer: _____

Teacher/Counselor Sex: M F

Title of Role-Play: _____

Checklist for Assessing
the Counseling Process

YES

NO

Student is encouraged to imagine and/or express personal career/life goals.

Student is encouraged to consider career options based on individual interest, ability or talent rather than on traditional masculine or feminine roles.

Student is encouraged to consider career options not traditionally associated with that person's gender.

Student is encouraged to consider seriously all programs of study, and to make and activate curriculum choices based on interests and talents rather than on gender.

Student is not discouraged from taking any class because of gender.

Student is provided with suggestions for career exploratory activities and sources of accurate, up-to-date career information in the career resource center which will help expand knowledge of career options.

Community exploration experiences are not suggested on the basis of sex, either in terms of who participates or in terms of the particular type of exploration suggested.

Additional Notes:

Adapted from:

*Susan Frosch, "Guidelines to Implement Title IX of the Education Amendments of 1972 and to Implement State Board Resolution 1974-75" (Maryland State Department of Education, 1975).

PRACTICING SEX-FAIR
COUNSELING TECHNIQUES
3 Role-Play Situations

Directions:

1. Form a group of 3 participants. Each person will take turns playing "counselor," student and observer.
2. Read over the counseling situations and have each person choose one situation and a partner with whom to role-play. Have the third person act as the observer who will complete the Checklist for Assessing the Counseling Process.
3. After one counseling situation has been completed, rotate roles and use a new counseling situation. Continue until each person has played all 3 roles.

Situation 1: Susan

Susan had never thought much beyond high school graduation. She had expected to earn her diploma, work for a few years in some clerical position, marry, and raise a family. She felt she had few definite interests or talents. She was not convinced that women really had to plan as seriously as men for the world.

She worked as a typist and file clerk for the past two summers and works in her father's small office one or two afternoons a week. She enjoys the quiet of the office and working on tasks that require precision and attention to detail. She has also taken a number of related courses in high school; bookkeeping, typing, and shorthand. She knows her skills in the area are fairly high.

She loves gardening and wildlife. She has had her own small vegetable and flower garden in her parents' yard and she has a number of pets. But she has never thought of these interests as other than fun hobbies.

While she received high scores on the "clerical" scale of a recently administered interest inventory, she also had high scores on the "outdoors", "literary", and "artistic" scales. Susan needs help in considering her career options (education, occupations, lifestyle, etc.). You say to her:

Situation 1 adapted from Sex Fairness in Career Guidance, Abt Publications, Cambridge, Massachusetts.

Situations 2 and 3 adapted from Title IX Equity Workshops Project, "Application Materials for Counselors," (field-test materials), Council of Chief State School Officers, Washington, D.C.

Situation 2: Mike

Mike, a high school junior, would like to enroll in the child development class given by the home economics department. He has always enjoyed baby-sitting and last summer worked as a counselor at a day camp. He thinks he might eventually like to be an early childhood or elementary school teacher, but he's afraid he'll be the only boy in the class and the other students will make fun of him. You say to him:

Situation 3: Julia

Julia, a high school senior, needs summer work to help pay tuition to attend a computer technology school in the fall. She comes to you to ask about summer work. You ask what she likes to do, and she reports that she likes to fix things. You say:

WORKSHOP EVALUATION

SEX-FAIR CAREER GUIDANCE WORKSHOP

PLEASE CIRCLE THE DATE: February 15

February 16

Please write your reactions, comments and suggestions regarding the following questions:

1. Which presentations or topics did you find most relevant/helpful?

2. Which presentations or topics did you find least relevant/helpful? How might the presentation or topic area have been made more meaningful for you?

3. To what extent do you feel the objectives of the workshop were achieved?

<u>Objective/Outcome</u>	<u>Completely</u>	<u>Largely</u>	<u>Somewhat</u>	<u>Not at All</u>
a. To provide participants with information, materials and techniques for facilitating sex-fair guidance with students.				
b. To engage participants in simulated guidance activities in which they will use materials and practice sex-fair guidance techniques.				
c. Participants identify personal values regarding male/female roles.				
d. Participants identify sex-bias in career-related materials and practices.				
e. Participants demonstrate ability to use selected sex-fair materials and guidance techniques in a simulated classroom/counseling situation.				

4. Additional Comments:

A. STAFF OUTCOMES

Objective(s): Participant will recognize expected outcomes of the inservice program.

ACTIVITY	SUGGESTED RESOURCES OR MATERIALS
<ul style="list-style-type: none">The outcomes (behavioral objectives) are similar for both staff and students, and will give you an idea of what the staff inservice program is designed to accomplish.	Staff Outcomes, Attachment 1

PLEASE NOTE ANY PROBLEMS OR COMMENTS REGARDING ACTIVITIES

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B. STUDENT MATERIALS

ACTIVITY	SUGGESTED RESOURCES OR MATERIALS
<ol style="list-style-type: none"> 1. Read the Student Outcomes. 2. The student instructional materials for the project include two basic pieces: <ol style="list-style-type: none"> a) Guidance Activities <ul style="list-style-type: none"> - The Fable of He and She (G-15) - Type-Casting (G-16) b) Curriculum Units <ul style="list-style-type: none"> "Exploring Male and Female Career Roles" (junior high) "Who Are We?" (senior high) <p><u>Guidance Activities</u></p> <ol style="list-style-type: none"> a) Read over the two Guidance Activities, G-15 and G-16. b) Choose one Guidance Activity to do with the class to introduce the concept of sex-role stereotyping before assigning students the curriculum unit. <p><u>Curriculum Units</u></p> <ol style="list-style-type: none"> a) Read over the units for junior high or senior high. 	<p>Student Outcomes, Attachment 2</p> <p>Guidance Activities G-15 and G-16, Attachment 3</p> <p>Junior High: "Exploring Male and Female Career Roles" (Teacher's Copy), Attachment 4</p> <p>Senior High: "Who Are We?" (Teacher's Copy), Attachment 5</p>

PLEASE NOTE ANY PROBLEMS OR COMMENTS REGARDING ACTIVITIES

ACTIVITY	SUGGESTED RESOURCES OR MATERIALS
b) Both the junior and senior high curriculum units include an activity in which students complete at least one non-traditional career exploration. The career exploration is an extremely important part of the student component. Information to help you facilitate this is provided in Activity G in the Inservice Module.	Activity G, Inservice Module

PLEASE NOTE ANY PROBLEMS OR COMMENTS REGARDING ACTIVITIES

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C. PERSONAL ATTITUDES AND EFFECT
ON STUDENTS

Objective(s): Participants will record personal attitudes about the career roles of males and females.

ACTIVITY	SUGGESTED RESOURCES OR MATERIALS
<p>The purpose of recording your personal attitudes about male and female roles is to help you recognize a portion of the value system from which you operate. Whether you hold traditional, non-traditional, or some combination of these attitudes, your values cannot be judged "correct" or "incorrect". The most important factor to recognize is that each of us tends to behave subjectively, based on our individual value systems.</p>	
<p>What does this mean for you as a teacher? It means your value system can affect students--</p>	
<ul style="list-style-type: none"> • in counseling situations • in choosing career explorations • in performing classroom activities • in selecting or using career-related materials. 	
<p>* Awareness is an important stage in learning. It is a beginning place.</p>	
<ol style="list-style-type: none"> 1. Complete the Male/Female Roles Self-Rating Scale pamphlet. Tally your "score". 2. In day-to-day classroom practices, make note of ways your attitudes about male and female roles may be influencing students. Are you helping students broaden their perceptions of changing male and female roles and consider new or different career options? 	<p>Male/Female Roles' Self-Rating Scale, Attachment 6</p>

PLEASE NOTE ANY PROBLEMS OR COMMENTS REGARDING ACTIVITIES

D. CHANGING REALITIES
(continued)

Objective(s):

ACTIVITY	SUGGESTED RESOURCES OR MATERIALS
3. Using selected information you have learned from the "Changing Realities" reading, complete two profiles: one for Sheila, and one for Jim, two individuals whose lives reflect the social and economic change of the 1970's.	"Profile: Sheila", Attachment 9 "Profile: Jim" Attachment 10 Attachment 8 (or reference)
4. Laws also reflect our changing social values and economic needs. Imagine the far-reaching implications of a law which would require that homemakers (either male or female) be paid for their homemaking tasks. The laws which prohibit sex discrimination in employment and education are designed to protect the rights of both females and males; and, in some cases, to compensate for past discrimination.	
Using the information you have learned about laws prohibiting discrimination from the "Changing Realities" reading, complete the "What's the Law?" sheet.	"What's the Law?" sheet Attachment 1 Attachment 8 (or reference)

PLEASE NOTE ANY PROBLEMS OR COMMENTS REGARDING ACTIVITIES

D. CHANGING REALITIES

Objective(s): Participant will identify social, economic and legal factors affecting female/male roles and participation in the work force.

ACTIVITY

SUGGESTED RESOURCES OR MATERIALS

In addition to recognizing personal attitudes and values about male and female roles, it is important to understand the changing social, economic and legal factors which affect these roles. Why? First and most simply, because change is inevitable. To be accountable in dealing with change is necessary for continuing career growth. Second, the person equipped with facts is better able to consider a variety of real options and to make sound career decisions. Both these factors are critical to career development.

What are the trends affecting and impacting female and male participation in the work force? Begin with a brief awareness activity:

Complete the "Would You Have Guessed?" sheet.

"Would You Have Guessed?" sheet,
Attachment 7

You may have found some of the answers for Attachment 7 surprising. In certain instances, the statistics and laws cited are ... the process of changing. Learning of up-to-date information regarding the work force and male/female participation in it is contained in the "Changing Realities" reading.

Read "Changing Realities".

"Changing Realities," Attachment 8

PLEASE MENTION PROBLEMS OR COMMENTS REGARDING ACTIVITIES

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E. STEREOTYPING IN CAREER-RELATED MATERIALS

Objective(s): Participant will identify instances of sexism in career-related materials.

ACTIVITY	SUGGESTED RESOURCES OR MATERIALS
<p>Language and behavior are powerful influences which can affect the career options people consider and pursue. Years of exposure to biased or stereotyped images of males and females sometimes makes it difficult to recognize the more subtle manifestations of these stereotypes, but they can be recognized and made sex-fair. The intent of sex-fairness or sex-equity is to present career information and options in human terms - to emphasize qualifications, interests and abilities, not "appropriate" roles based on gender.</p> <p>The purpose of this activity is to help you develop and use the skills to recognize instances of bias in the career-related language and behavior to which students are exposed.</p> <ol style="list-style-type: none"> 1. Complete the "Gender-Free Job Titles" sheet. 2. Complete the "What's the Message?" sheet. 	<p>"Gender-Free Job Titles" sheet Attachment 12</p> <p>"Guidelines for Equal Treatment of the Sexes," Attachment 13</p> <p>"What's the Message?" sheet Attachment 14</p>

PLEASE NOTE ANY PROBLEMS OR COMMENTS REGARDING

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Non-Traditional Career Exploration

Staff Inservice Module

F. COUNSELING-RELATED BEHAVIORS

Objective(s): Participant will analyze several theoretical counseling situations for sex-bias and conduct an actual counseling session with an ECC student.

ACTIVITY

SUGGESTED RESOURCES OR MATERIALS

The more aware the teacher becomes of sex-biased language and behavior the better he or she is able to consider or change personal behavior in relating to students. With practice this can be done most effectively in student/teacher counseling situations.

As a first step, consider several examples of theoretical counseling behaviors and situations.

1. Complete "Counseling - Related Behaviors" sheet.
2. Read "Counseling Carol and Frank" sheets
3. Complete one "Checklist for Assessing the Counseling Process" for each of Carol's and Frank's counseling situations. (5 total)

Attachment 15

Attachment 16

Attachment 16 (5 total)

Carol (3)

Frank (2)

By analyzing several theoretical counseling situations, you have had the opportunity to become aware of both sex-fair and sex-biased counseling practices. This awareness can help you in the day-to-day counseling situations you conduct with students.

Use this awareness and information in actual counseling sessions with students. The "Checklist for Assessing the Counseling Process" is a tool which can be used by another teacher (acting as observer) to help you analyze the nature of your counseling behaviors with students.

PLEASE NOTE ANY PROBLEMS OR COMMENTS REGARDING ACTIVITIES

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Non-Traditional Career Exploration

Staff Inservice Module

COUNSELING-RELATED BEHAVIORS
(continued)

Objective(s):

ACTIVITY	SUGGESTED RESOURCES OR MATERIALS
4. Complete an actual counseling situation with at least one student in the ECC program. Have another teacher observe the situation and provide feedback. You will also serve as an observer in a counseling situation conducted by an ECC teacher in your program.	"Counseling the Student/Observation Packet," Attachment 17

PLEASE NOTE ANY PROBLEMS OR COMMENTS REGARDING ACTIVITIES

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Non-Traditional Career Exploration

Staff Inservice Module

G. NON-TRADITIONAL CAREER EXPLORATIONS AND GUEST SPEAKERS

Objective(s): Participant will identify non-traditional career options available to ECC students and facilitate experiences related to these options.

ACTIVITY

SUGGESTED RESOURCES OR MATERIALS

Role models can be important influences for both young people and adults. Experience-based career education provides especially good opportunities for students to see role-models in non-traditional occupations or careers.

Learning through direct experience is a major emphasis of this activity for both the teacher and the student. The activity will include:

- a) identifying non-traditional career options open to females and males.
- b) providing students with options for non-traditional community explorations.
- c) providing students with guest speakers in non-traditional occupations.
- d) as the teacher, exploring one non-traditional occupation in the local community.
- e) inviting parents to accompany students on a non-traditional career exploration or at a guest speaker presentation.

PLEASE NOTE ANY PROBLEMS OR COMMENTS REGARDING ACTIVITIES

Exploration

Inservice Module

G. I. II. III. A) CAREER EXPLORATIONS (Objectives)
AND GUEST SPEAKERS (continued)

ACTIVITY

1. Complete "What Is a Non-Traditional Occupation?" sheet
2. Read "Providing Non Traditional Career Explorations and Guest Speakers" sheet.
3. Set up a non-traditional guest speaker presentation (or panel) for students using suggested resources for activity 2 above.
4. Complete a non-traditional community placement.
 - a) Choose a non-traditional occupation you would like to explore. Use any resources in activities which you find helpful.
 - b) Through the community placement, if I'd use to set up and implement traditional exploration.

SUGGESTED RESOURCES OR MATERIALS

"What Is a Non-Traditional Occupation?",
Attachment 18

Colorado Women's Resource Book
(available from Career Education Office)

"Providing Non Traditional Career
Explorations and Guest Speakers",
Attachment 19

Community Sites for Non Traditional
Placements list

Guidelines for use with Guest Speakers
packet, Attachment 20

Career Exploration and
Suggested Interview Questions
Attachment 21

gen

Career Exploration

Staff Inservice Module

G. NON-TRADITIONAL CAREER EXPLORATIONS Objective(s): AND GUEST SPEAKERS (continued)

ACTIVITY

SUGGESTED RESOURCES OR MATERIALS

- c) You may choose to do an individual exploration, or to accompany an individual or small group of students on their non-traditional exploration.
- d) Be sure to record your reactions to the exploration on the last page of the Exploration Guide. Include any problems which arose or suggestions for improving non-traditional explorations.
- e) Fill the completed guide and questions in a notebook

Rein "Promoting Parent Involvement" sheet 1, for parents to accompany students on a non-traditional exploration or to attend a non-traditional guest speaker presentation.

Part 1
Attachment 22

ATTACHMENT 1

PLACEMENT OF JUNIOR AND SENIOR HIGH SCHOOL STUDENTS IN NON-TRADITIONAL CAREER EXPLORATION EXPERIENCES IN THE COMMUNITY

STAFF OUTCOMES

Staff will be able to:

1. Record their personal attitudes about the career and life choices of males and females.
2. Define sex role stereotyping
3. Identify instances of sex bias or stereotyping in:
 - (a) career related materials
 - (b) teaching/counseling practicesand analyze the effects of those materials/practices on the career options students consider.
4. Identify statistics which reflect changes in female and male roles in the work force.
5. Identify examples of actual and proposed legislation that may affect changes in male/female participation in the work force.

Identify areas which prohibit sex discrimination in the workplace, practices, personnel hiring practices, and pay scales.

Identify more traditional career opportunities open to females.

Identify career opportunities available to females in non-traditional situations.

Identify areas which prohibit sex discrimination in the workplace.

Identify areas which prohibit sex discrimination in the workplace for the exploration of career opportunities for females.

Identify areas which prohibit sex discrimination in the workplace.

Identify areas which prohibit sex discrimination in the workplace.

(a) Provide non traditional career opportunities

(b) Provide non traditional gender stereotypes

(c) Provide sex fair classing

Identify areas which prohibit sex discrimination in the workplace for the exploration of career opportunities for females.

**T OF JUNIOR AND SENIOR HIGH SCHOOL
CAREER EXPLORATION EXPERIENCE**

STUDENT OUTCOMES

Students will be able to:

- 1 Record their personal attitudes about the career and life roles of males and females.
- 2 Define sex role stereotyping.
- 3 Identify instances of sex bias in stereotyping.
 - (a) Personal/social situations
 - o family, peer relationships
 - o advertising, popular music
 - (b) School situations
 - o career-related materials
 - o teaching/counseling practices
- 4 Cite the career and life roles of males and females and identify the factors which have influenced their development.
- 5 Identify standards in the job market for men and women in the work force.

1.1 Record complete and accurate information concerning changes in male/female participation in the work force.

1.2 Identify and define the following ISCO codes for occupations, positions by industry and/or area.

1.3 Record complete and accurate information concerning

1.4 Record complete and accurate information concerning activities related to the exploration of careers in the community.

- (a) Guidance activities
- (b) Seminars and workshops
- (c) Informational interviews
- (d) Surveys and questionnaires
- (e) Guidance activities

1.5 Record complete and accurate information concerning how students can help to increase the awareness of the importance of equal opportunity.

Students view the film, "The Fable of He and She," and work together in same-sex groups to try out tasks traditionally done by the opposite sex.

G 15

The Fable of He and She

ZONE: ANY/GUIDANCE ACTIVITY

STUDENT OUTCOMES

Students define Sex Role Stereotyping and demonstrate ability to cooperate with other group members in performing non-traditional tasks

CLASS PERIODS

Two (plus time to work on group projects)

TEACHING AIDS

Film, "The Fable of He and She," Learning Corporation of America, 1974, distributed by Northwest Media

16 mm movie projector and screen

Optional Man's World, Woman's Place,

Elizabeth Janeway, William Morrow and Company Inc.,
New York, 1971

STUDENT MATERIALS

As necessary to do

FOCUS

The Fable of He and She, film, 16 mm, 20 min.
journal or

PROCEDURE

This activity is designed to introduce students to the concept of Sex Roles. It can be used instead of or in addition to Activity 14. The optional resource, Man's World, Woman's Place, provides factual information and insight into the social mythologies which influence many of our attitudes about historical traditional female and male roles. The teacher may wish to read or skim the book for additional discussion topics particularly if the activity is used at the senior high level.

TIME

This activity can be completed in one class period and can be used as a follow-up to Activity 14. It is for the purpose of having students work at their own level, allowing each individual to do what he or she wants to do.

BEFORE CLASS

Obtain the film, "The Fable of He and She" from the Career Education Office, 1209 Quail, 231-2369. Arrange for necessary audio-visual equipment.

Preview the film before the activity, if possible.

TEACHING PROCEDURE INTRODUCTION

1. Before showing the film, introduce the terms "stereotyping" and "sex roles". Have students tell what they think each term means. Record their ideas on the chalkboard.

Have students generate initial definitions of the combined terms, "sex role stereotyping," and record these ideas as well. (Accept the range of different definitions which will likely be generated, and try to maintain an atmosphere of free expression. Some misconceptions of these terms will probably emerge, and should not be ridiculed or discarded).

Explain to students that we all play many different roles (student, daughter, sibling, worker, etc.) and that these roles are based on factors such as a person's age, sex, interests, abilities, and talents. Sometimes other people expect us to behave a certain way just because we are female or male, old or young, even tall or short. When we expect people to play certain roles or behave a certain way based only on their sex, (male or female), that is called "sex role stereotyping."

Have them generate a list of typical roles typically performed by the immediate families in their home (parent(s), sister(s) and themselves, others living with them). List these household responsibilities on the chalkboard according to the sex of each family member. Example:

Role Responsibility		
<u>MOTHER</u>	<u>DAUGHTER</u>	<u>MALE</u>

Father
Sister
Brother
Self

DISCUSSION

4. Discuss such questions as:

- ★ Do females in the family perform similar activities?
- ★ Do males in the family perform similar activities?
- ★ Why, in your opinion, do male or female members in your families do certain tasks?

Tradition
Physical strength
Enjoyment
Expectation/authority

What would be your reaction if the family members switch some of these rules? What might be the reaction of others in your family?

- ~ Might these jobs be done equally well by either sex? Why or why not?
- ~ For instances of traditional roles, do you think these roles originated or developed

because of the biological differences between men and women have played.

In ancient times, there was no nuclear family, but rather a "tribe," not the modern concept of one or two adults and one or more children, so typical today. Within the tribal family, there was division of labor and social responsibility based largely on biological considerations (i.e., women bore and nursed the children, they generally maintained "close to home" activities such as cooking, farming, and child care. Men were physically freer (i.e., the hunting and fast from home.) While biological considerations as child care and physical strength no longer determine the behavior of men and women today, many of historical social responsibilities have been traditions deeply ingrained in our culture and behavior. Point out to students that it is true that a man's place is in the home, and

traditional viewpoint, but is not based on fact. Except for a period of about 60 to 70 years (the period between the Civil War and World War I when America became highly industrialized) women have always worked outside the home and have been an integral part of the larger community. (See Man's World, Woman's Place).

FILM

5. Introduce the film with a brief synopsis, (... beginning of this activity) and show the film.
6. After the film, have students point out the traditional role responsibilities of the Mushmels and Hardybars, and compare these male/female roles with those they generated for their own families. Discuss similarities and differences.

WORK

7. Divide the class into two groups. Have one group boys in another.

Explain that the purpose of this activity is to see what the Mushmels and Hardybars try to do to give males and females an opportunity to use their own knowledge, talents, and skills to do an activity considered traditional for the opposite sex.

Each group should decide how many people will be and whether a presentation to the class will be made by the entire group or selected individuals.

ACTIVITIES

Cooking
Cooking
Cooking
Cooking
Cooking

Arithmetic
Arithmetic
Arithmetic
Arithmetic

--Planning one week's dinners for a family of 4 including shopping list, budget, and menus

--Describing the step-by-step procedures for decorating a livingroom, including furniture and color selection

Have the girls' group consider activities like...

Creating the building plans for a carpentry project including tools needed, specifications, building materials needed

Explaining how the engine of a car works including a diagram

Putting together a model airplane or car, ship and explaining the parts

Changing the washer on an old faucet

Describing the step by step procedure for painting a house, including tool and paint selection

Describing and demonstrating how to complete form 1040A (not the "short form") for Federal Income Tax including which personal business records are needed and doing the computation

A girl group may include gathering lists and forms, the necessary tools, doing the activity, another doing the activity and taking the presentation to the class. No help should be obtained from members of the opposite sex. If there are male members (eg mother or father or teacher) they may be asked to help.

Other activities to be considered are: making a mobile, designing a hat, creating a garment, having students work on a science project, the census, etc.

The teacher
presentat

10. After the presentations, discuss as a class questions like:

What did you learn about yourself from doing the activity? About others in your group?

Did you feel the activity was successful? Why or why not?

What problems did you have? How did you deal with the problems?

In your opinion, a boy could be able to do activities usually considered "appropriate" for the opposite sex? Why or why not?

What other activities would you consider appropriate for the opposite sex? Would you like to try? Who do you think could best help you with that activity?

For more information on this topic, contact:
National Council on Child Abuse

1. What job(s) would you like to do?
2. If I were the parent of this child, what
3. Is

Students cast the characters for a movie and analyze stereotyped images of people in different roles.

G 16

Type casting

ZONE: ANY/GUIDANCE ACTIVITY

STUDENT OUTCOMES

Students explore and define sex role stereotyping.

CLASS PERIODS

Two

STUDENT MATERIALS

Scissors

Magazines with a variety of pictures - can be provided by teacher or brought in by students. At least one character sheet for each student plus two/four envelopes and several

Character Sheet G for one student plus two/four

envelopes and several

magazines

scissors

pencils

erasers

glue

masking tape

clips

scissors

glue

masking tape

Also provide enough scissors for the students.

TEACHING PROCEDURE INTRODUCTION

1. Introduce the activity by asking students to name movies they have seen recently. (These may include films playing on television or at a movie theater.)

Using several different movies as examples ask students to describe the main character(s). For each movie record on the chalkboard the following kinds of characteristics of the main character: gender, name, (especially) age, occupation, birthplace, etc., likes, dislikes, etc.

name	age	gender	occupation	birthplace	etc.

★ What are the characteristics of the males? What are some similarities and differences in their characteristics?

★ Do any of the actors have a certain "image" or typically portray a certain role? If so, describe what you think that "image" is (eg., sex-symbol, comedian, strong-silent type, etc.)

★ Which characters do you identify with most?
For what reasons?

3. Point out that the media often depicts people in terms of "images" (eg., sexy, "macho," "powerful," "helpless," etc.), and that these images sometimes give us an unrealistic or oversimplified picture of what it means to be male or female, old or young, "good" or "bad". An oversimplified view of people based on characteristics such as sex, age, or race is called "stereotyping." All of us use stereotypes to a certain degree, because it is an easy way to categorize people and things in our complex world. But stereotyping also can deprive people the right to be treated as individuals.

TASK

4. Tell students to imagine they are each a movie director for a new film being produced. It is each student's responsibility to cast the characters for the film. The characters they need for the movie are:

Nurse	Business executive
Football player	Kindergarten teacher
Doctor	Engineer
Homemaker	Model
Construction worker	Flight attendant

Each student will work individually to compile a "portfolio" (envelope) of the actors (this term includes both females and males) they have chosen to play each of the 10 parts. The portfolio will include magazine pictures (one for each actor) and a completed Character Sheet G 16 of information about each character.

5. Distribute one Character Sheet G 16 to each student.
Go over the sheet with students to be sure they understand what they are to do. Assign a date for activity completion and group discussion. If you choose to do so, allow students time in class to compile their portfolios.

BEFORE SECOND CLASS

6. A day or two before the second class, have one or two students collect all Character Sheet G 16, and tabulate the information. Additional Character Sheets G 16 are provided for tabulation, (one for tabulating male student responses, one for tabulating female student responses). Return individual Character Sheets G 16 to students before the second class.

SECOND CLASS

7. Begin by asking several students to share their magazine pictures and character descriptions. Have them tell why they chose those particular characters to play the movie roles. Note any initial patterns in students' character choices (eg., Are the main characters generally attractive? Have students chosen males and females for traditional roles?)
8. Share with students the tabulated results of their Character Sheets G 16. Make comparisions between male students' and female students' character choices and descriptions. Point out specific patterns or stereotypes which emerged based on such factors as the character's sex, age, race, physical appearance, and occupation.

DISCUSSION

9. Discuss such questions as:

- ★ If the characters chosen to play certain roles seem "typical" or "right" for that role, why might this be? What is it about the character that makes him/her "fit" (clothing, physical traits, age, gender, race, etc.)?
 - ★ If you were to randomly rearrange the magazine pictures you chose, would the rearranged characters still "fit" the roles? Why or why not?
 - ★ Do you think there are a specific set of characteristics for people who are homemakers, flight attendants, construction workers or business executives? If so, describe some of the characteristics you would consider "typical" for these occupations.
10. Help students distinguish the difference between qualifications and stereotyped characteristics. Most roles or occupations require certain qualifications or personal characteristics, which are valid measures of probable success in a job. (eg., a flight attendant should enjoy working with people, a business executive should have good management skills). However, when

people are limited to certain roles based on gender or age they are often denied the opportunity to achieve their full potential as people. For example, do you think Clint Eastwood is capable of playing the role of a kindergarten teacher? What might happen to his box office "image" if he did? How would you view Raquel Welch if she were playing the role of a carpenter?

Why?

11. To further demonstrate how stereotypes might limit a person's role considerations or potential, have the class cast the 10 characters for the movie with their own classmates.

Go through the character role list Character Sheet

- G 16. Have students choose two or three class members they think should play each role, and tell why they think so. Record the choices and reasons on the chalkboard. Example:

Character	Student	Why
Nurse		
Football Player		
Doctor		
Homemaker		
Construction Worker		

Character	Student	Why
Business Executive		
Kindergarten Teacher		
Engineer		
Model		
Flight Attendant		

12. Have the students who were chosen for each of the roles tell whether they agree or disagree with the choice and the "why" given by other students for the choice. Discuss such questions as:

★ How do you feel about being considered "right" for the part of _____?

★ Would you have chosen that part for yourself?
Why or why not?

★ Name a part not necessarily on the original list of 10 characters you would choose for yourself.
Tell why.

- ★ Do you think other people can influence your choice of the roles you play in life? In what ways?

- ★ What do you think are the most important things to consider in choosing your life roles? (gender, interest, ability, qualifications, what others expect, etc.) Tell why you feel as you do.

SUMMARY

In summarizing the activity, have students make a journal entry. A beginning statement for the entry might be, "No matter what roles I play, the special qualities that make me an individual are

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G 16 Type-casting

Cast of Characters

NAME _____

I am: female male
(Circle One)

Directions:

1. Choose and cut out magazine pictures to show the people you would cast in each role (character/role column). These can be any people, not necessarily movie stars.
2. Complete the information about each character in the spaces provided below. Use your own imagination about the person's age.
3. Save the magazine pictures and this sheet in the envelope provided. You will need these materials for class discussion.

Character/Role	Female/Male	Age	Race	Brief Physical Description
Nurse				
Football Player				
Doctor				
Homemaker				
Construction Worker				
Business Executive				
Kindergarten Teacher				
Engineer				
Model				
Flight Attendant				

Mini Unit: EXPLORING MALE AND FEMALE CAREER ROLES

Starting Date:

Student's Name:

Target Completion Date:

Teacher Copy

Actual Completion Date:

Mini Unit Objective: This mini unit will help you explore your own attitudes about male and female roles, gain an understanding of the factors influencing changes in these roles, and become aware of non-traditional career options.

Mini Unit Evaluation:

1. Feelings About Male and Female Roles

Why Do This Activity?

Your personal feelings about male and female roles in our society will determine the expectations you have for your own life. By evaluating whether or not your attitudes are fair to both sexes, you will gain an understanding which may greatly expand your future options.

Evaluation Will Be Based Upon

Completeness of requirements
Ability to follow directions
Neatness of finished products
Correct English and Spelling
Accuracy of answers and conclusions
Originality of thought

1. Feelings About Male and Female Roles -- Evaluation

1. Feelings About Male and Female Roles

What I Do	What I Use	Product and Evaluation
<p>Sex role stereotyping can touch everyone from infancy to old age. For this reason, it is important to be aware of your own attitudes as well as the attitudes of others regarding male and female roles.</p>		
<p>A. Visit the Career Resource Area in your school and find the pamphlet "Male/Female Roles." Remember, a role is the part a person plays in life. Read the directions in the pamphlet and fill in the blanks. Decide whether your viewpoint regarding male and female roles is more or less traditional.</p>	<p>Pamphlet "Male/Female Roles" (Found in Career Resource Area)</p>	<p>Completed questionnaire in pamphlet Teacher Evaluation</p>
<p>B. Think of the characteristics of an "ideal" boy and girl your own age. List ten traits for each under the headings "Ideal Boy" and "Ideal Girl." Include both physical descriptions and qualities of personality. Compare the two lists and write any characteristics that appear in both groups at the bottom of the page under the heading "Ideal Person."</p> <p>Put a "T" in front of each trait that shows a traditional way of thinking about males and females.</p>	<p>Notebook paper</p>	<p>List of characteristics of "Ideal Boy" and "Ideal Girl." Teacher Evaluation</p>

Jefferson County Public Schools, 1978

1.. Feelings About Male and Female Roles

What I Do	What I Use	Product and Evaluation
<p>C. Write a journal entry on the following: List the special qualities that make <u>you</u> an individual. Which qualities match more closely with "Ideal Boy," "Ideal Girl," or "Ideal Person" characteristics? Which characteristics would you like to change and why?</p>	<p>Your ECC Journal</p>	<p>Journal entry</p>
<p>D. Every family must decide how to divide household tasks. Using Attachment 1, fill in the blanks assigning each job to someone.</p>	<p>Attachment 1</p>	<p>Teacher Evaluation</p>
<p>E. Using your completed worksheet (Attachment 1), consider these additional facts about Ted and Sue Browning. Sue is mechanically inclined and good at most repair jobs. Ted's hobby is cooking!</p> <p>Knowing this, would you change any answers on the worksheet? If so, use a different colored pencil or pen and make the changes.</p>	<p>Attachment 1 (All filled in)</p>	<p>Completed worksheet added</p> <p>Teacher Evaluation</p>

i. Feelings About Male and Female Roles

What I Do	What I Use	Product and Evaluation
F. Write a journal entry on the following: Which is more important in determining what work a person should do-- --his or her sex? or --his or her individual interests and abilities? You are now aware of sex-role stereotyping, even if the term may be new to you. Sex-role stereotyping means a fixed way of expecting a person to behave just because that person is male or female.	Your ECC Journal	Journal entry Teacher Evaluation

2. Changing Roles In a Changing Society

Why Do This Activity?	Evaluation Will Be Based Upon
Male and female roles in our society are presently undergoing great change. An awareness of the social, economic, and legal factors contributing to these changes will enable you to make more enlightened choices regarding your own future.	Completeness of requirements Ability to follow directions Accuracy of answers, reports, and conclusions Neatness of finished products Correct English, spelling, and form Originality of thought

2. Changing Roles In A Changing Society -- Evaluation

2. Changing Roles in a Changing Society

What I Do	What I Use	Product and Evaluation
<p>READ THE FOLLOWING INFORMATION:</p> <p>You may have heard the old expression "A woman's place is in the home." Many women, however, have always held jobs outside the home. The number of women in the work force is still growing. Between 1950 and 1974 the number of women workers doubled, and today women account for more than two fifths of all workers. In fact, the average women can expect to work outside the home for 20-25 years of her life.</p> <p>Although most women who work outside of the home do so primarily because they need the income, their earnings as compared to men's have <u>decreased</u> slightly over the last ten years. Today most women still are found in lower paying, lower status jobs. Several reasons for this are listed below:</p> <ol style="list-style-type: none"> 1. Women often have less education than men. 2. Women with families often work outside the home only part time. 3. Women start and stop work to have babies and raise families and so do not advance as quickly as men in seniority or by promotion. 4. Women are still discriminated against in salary and promotion in many occupations. 		

Jefferson County Public Schools, 1978

2. Changing Roles in a Changing Society

What I Do	What I Use	Product and Evaluation
A. Complete Attachment 2 to help you determine why so many women are now employed.	Attachment 2	Completed Attachment 2 Teacher Evaluation
B. As more and more women enter the work force, attitudes about their rights and responsibilities in the home and on the job continue to change. Pretend that you work for a newspaper writing an advice column similar to "Dear Abby" or "Dear Ann Landers." Using Attachment 3, write an answer to the letter.	Attachment 3	written to letter to "Dear Gabby" Teacher Evaluation
C. The social and economic factors that have influenced the change in female roles have also had an impact on male roles. More than half of all the women who work outside the home, are married. As more and more women work outside the home, some men have taken over the tasks of housekeeping and child care. These men are sometimes referred to as househusbands. Using Attachment 4 give some thought to this new role and complete the questionnaire.	Attachment 4	Completed Attachment 4 Teacher Evaluation
D. Notice that TV commercials advertising products used in housework are almost always directed toward women. Choose one of these commercials and rewrite it, slanting it toward househusbands.	TV Notebook paper	Rewritten TV commercial Teacher Evaluation

Jefferson County Public Schools, 1978

2. Changing Roles in a Changing Society

What I Do	What I Use	Product and Evaluation
We are proud of stating that in the United States all men are created equal. Unfortunately, women have not always shared this equality in legal areas. During recent years, however, legislatures have begun to view the role and status of women differently. They have passed laws which prohibit sex-discrimination in various areas.		
E. Review the laws on Attachment 5. You may think that these laws are of value only to women. Remember that they were passed to end any sex discrimination in the areas mentioned. Therefore, at times men also will benefit from these laws.	Attachment 5	
Arrange with your teacher to have the laws on Attachment 5 discussed in a class setting. You may invite lawyers from the community to talk with the class about court cases involving sex-discrimination, or have different students interview lawyers (in person or by telephone) and report back to the class.		Completed worksheet Teacher Evaluation
Using Attachment 6 read each person's problem and decide which law would help him or her.	Attachment 5 Attachment 6	

3. Non-Traditional Career Options For Males and Females.

Why Do This Activity?

Your choice of a future career may be limited if you consider only occupations traditionally held by your own sex. By exploring a non-traditional job, you will have an opportunity to re-evaluate previously held attitudes and in doing so, may broaden your career options.

Evaluation Will Be Based Upon

Completeness of requirements
Ability to follow directions
Neatness of finished products
Correct English and spelling
Responsibility while visiting a site

Non-Traditional Career Options For Males and Females -- Eva

3. Non-Traditional Career Options for Males and Females

What I Do	What I Use	Product and Evaluation
<p>Read the following Information:</p> <p>A. The number of women in the work force continues to grow. The jobs they hold, however, continue for the most part to be the ones held traditionally by women. One-third of all women workers are employed in clerical jobs, while less than seven percent of men hold clerical jobs. Men, on the other hand, are concentrated in craft or operative jobs. Only one percent of women workers hold such jobs. Only in the occupations of professional and technical workers and sales workers are the percentages of men and women workers nearly the same. Thus, people still think of certain occupations as traditionally male or female.</p>		
<p>B. Visit the Career Resource Area in your school and look at occupational briefs, pamphlets, and books about various careers. Are there any materials that seem to be written for only one sex? Make a list of these jobs under the headings "Traditional Male Jobs" and "Traditional Female Jobs." Now put a check beside all of these jobs that you feel could really be handled by either sex.</p>	<p>Notebook paper Occupational briefs, books, and pamphlets about careers</p>	<p>Lists of "Traditional Male Jobs" and "Traditional Female Jobs" and discussion of question</p>
<p>Be prepared to discuss the following question with your teacher:</p> <p>46 Why has some career material been written to imply that a certain job is open to only one sex?</p>		<p>Teacher Evaluation</p>

3. Non-Traditional Career Options for Males and Females

What I Do	What I Use	Product and Evaluation
C. A person's choice of career may sometimes be influenced in a subtle way by reading or hearing sex stereotyped statements. Using Attachment 7, think about such language as you complete the worksheets.	Attachment 7	Completed worksheets Teacher Evaluation
D. You have had the opportunity to become aware of occupations which are considered traditional for males and females. Now list three jobs considered non-traditional for your sex which you would like to learn more about. Beside each job write reasons telling why you are interested in this occupation.	Notebook paper	List of three non-traditional jobs and reasons why they might interest you Teacher Evaluation
E. Consult with your teacher in the final selection of the non-traditional job you wish to explore. Follow the established procedure in making arrangements for this job exploration. <u>Do not limit your exploration to a telephone interview.</u> Visit one or more work sites in the community where people are presently employed in non-traditional jobs or career fields. Use the questions on Attachment 8 as a guide for obtaining meaningful information about a non-traditional career option.	Attachment 8	C 1 Teacher Evaluation
F. Use Attachment 9 in the evaluation of your non-traditional job exploration. Review the information gained by using Attachment 8 when making your evaluation.	Attachment 8 (already completed)	Evaluation of job exploration Teacher Evaluation

Attachment 1
Exploring Male and Female Career Roles

FAMILY JOBS

Ted and Sue Browning are a young married couple. Recently they moved into their first home.

Below is a list of household jobs. Decide which tasks Ted would be better able to do and write his name beside these jobs. Do the same for Sue. If you feel either one could do the job equally well, write "both" beside this job.

- Earn money to support the family _____
- Wash the clothes _____
- Take out the trash _____
- Pay the bills and balance the checkbook _____
- Cook the meals _____
- Fix a leaky faucet _____
- Shovel the snow _____
- Bake a cake _____
- Do the grocery shopping _____
- Wash the car _____
- Mow the lawn _____
- Clean up after meals _____
- Paint the livingroom _____
- Change the oil in the car _____
- Clean the house _____
- Return books to the library _____
- Take the car to be inspected _____

Attachment 2
Exploring Male and Female Career Roles

CASE HISTORIES

Read each case history below. Underline all statements explaining why these women work outside the home.

Ann O. had never seriously considered going to work before. She was happily married and had two small children. Then her husband lost his job, and the family needed money. Ann found a job in a bank. Her salary helped the family meet expenses until her husband found another job.

Mary B. had been a homemaker all of her life. She considered it important to be at home while her four children were growing up. When her youngest child left for college, however, Mary began to feel bored and restless. She always enjoyed skiing and decided to capitalize on this interest. She opened a small shop which rents and sells ski equipment. Once again Mary finds she enjoys life. She now realizes that to be happy, she needs some sort of challenge.

Shelly B. is a personnel manager for a large company. She and her husband do not plan to have children as they are more career oriented than family oriented. Shelly's job is very important to her and she would accept a promotion even if it meant moving across the country and living apart from her husband.

Melanie H. has one eight year old child. Six years ago her husband was killed in an automobile accident. He did not leave much insurance and Melanie had to find a job to support her daughter and herself. She discovered that jobs in the skilled trades often pay well, and after a period of training she got a job as an electrician.

Sherri T. has three school age children. For several years her marriage had been unhappy, and one day her husband announced that he wanted a divorce. Sherri soon discovered that she and her children could not live on the child support paid by her former husband, so she accepted a secretarial position.

Sue C. is a lawyer, who supports herself. Although she dates several young men, she does not wish to marry any of them until she has had more time to be on her own. Even if she should someday marry, it is doubtful that she would give up her job. She spent many years in school working to earn her degree, and she now enjoys the work she is doing.

Jan R. has two junior high age children. Her husband makes an adequate income, but they have not been able to save much money for the children's college educations. Jan returned to the teaching job she had left years before and is now putting aside her earnings to be used later when the children go to college.

Attachment 3
Exploring Male and Female Career Roles

DEAR GABBY

Dear Gabby,

For several years I have been working as a bank teller. Recently I was asked to join the management training program at the bank. The promotion would mean more money and a chance for a much more challenging job. There is one drawback, however. The position would demand more of my time, and I would be unable to be at home as often. I have two school age children and a husband who works as a biology teacher. Should I ask him to help with the child-care and housekeeping? Or should I turn down my job opportunity? -- Undecided

Attachment 4
Exploring Male and Female Career Roles

HOUSEHUSBANDS

List five reasons why a man might choose to become a househusband.

STUDENTS MIGHT LIST ANY OF THE FOLLOWING REASONS:

- He is the marriage partner who prefers to do household chores.
- His wife can earn more money than he can.
- He has a job (such as writing or painting) that can be done at home.
- He cannot find a job and his wife can.
- He is divorced and has custody of the children. Perhaps his former wife makes child support payments.
- He and his wife both work part-time and share housework and child care.
- He is attending school while his wife is working.
- He is financially able and wishes to stay at home in order to become better acquainted with his children.

Think of the problems a man might face in the non-traditional role of househusband. Would these problems more likely involve the actual work he is doing or his feelings about the work? Give reasons for your answer.

Attachment 5
Exploring Male and Female Career Roles

LAWS PROHIBITING SEX DISCRIMINATION

**Equal Pay Act of 1963
As Amended by the Education Amendments of 1972**

What it says: There will be no discrimination against employees on the basis of sex, in the payment of wages and fringe benefits.

What it means: Examples of discrimination forbidden by this act include:

establishment of different pay scales for females and males who perform substantially similar work;

establishment of higher commissions for male sales clerks who sell men's clothing than for female sales clerks who sell women's clothing.

**Civil Rights Act of 1964
As Amended by the Equal Employment Opportunity Act of 1972**

What it says: There will be no discrimination in employment on the basis of race, color, religion, sex, or national origin.

What it means: Examples of sex discrimination forbidden by this act include:

sex-segregated classified advertising ("help wanted-male" and "help wanted-female");

different retirement ages for men and women;

separate promotion ladders for women and men;

refusal to treat pregnancy as a temporary disability.

Attachment 5 (Continued)
Exploring Male and Female Career Roles

Title IX of the Education Amendments of 1972

What it says: There will be no discrimination in educational institutions against students and employees on the basis of sex.

What it means: Examples of discrimination forbidden by these amendments include:

refusal to hire or promote qualified women as principals in the school system;

refusal of a college to provide housing of comparable quality and cost to students of both sexes;

refusal to provide equal opportunity to both sexes to receive fellowships and scholarships;

maintaining sex-segregated classes in business, vocational, technical, home economics, music, and adult education courses.

Attachment 6
Exploring Male and Female Career Roles

PEOPLE WITH PROBLEMS

Ken was a nurses' aide in a hospital. He enjoyed his work but claimed that he was discriminated against because he was paid less than an orderly in the same hospital. An investigation proved that the duties of a nurses' aide were in reality equal to those of an orderly.

Which law would help Ken? Equal Pay Act

Jim was on the high school wrestling team. During the fall of his senior year he decided to get his body in condition for the upcoming wrestling season by enrolling in a ballet class, which was offered through the adult education program. He was the only male who showed up for the class and he was denied enrollment. It was explained that the class was open only to females.

Which law would help Jim? Title IX of the Education Amendments of 1972

Jean worked on the assembly line in a large factory. She needed the salary she earned and was therefore dismayed to learn that she must retire on her next birthday at the age of sixty-two. She was even more angry when she discovered that male employees could work until they were sixty-five. Which law would help Jean? Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972

Mary had applied to be an assistant principal in one of the city high schools. Her education and experience made her feel well qualified for the job. A man who was a football coach, however, was given the position. When Mary complained because he appeared to be less qualified than she, she was told that a man was needed in this job because of the discipline problems an assistant principal must handle.

Which law would help Mary? Title IX of the Education Amendments of 1972

Robert was a hair stylist in a beauty salon. When the original owner of the shop sold the business, the new owner fired Robert because she preferred to have only women working in her shop. Robert had had eight years of experience as a hair stylist and his previous work had brought in more than enough fees to cover his salary. He decided to complain.

Which law would help Robert? Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972

Attachment 6 (continued)

Exploring Male and Female Career Roles

Sue had worked as a bank teller for several years. One day she discovered that a male teller who had started work only recently was being paid a larger salary than she. When she complained, she was told that he was working only temporarily as a bank teller. Soon, she was told, he would begin their management training program and for this reason was entitled to the higher salary.

Which law would help Sue? Equal Pay Act of 1963

Linda was sixteen years old and was looking for her first job. In the want ad section of the newspaper she saw the name of a restaurant near her home. The ad read "Wanted--busboys parttime." When Linda inquired about the job, the owner of the restaurant told her that he had a policy of hiring only boys for the work.

Which law would help Linda? Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972

Attachment, 7
Exploring Male and Female Career Roles

THE LANGUAGE OF SEX STEREOTYPING

Part I

Underline the parts of each sentence below that lead you to think the job mentioned is held by one sex only.

1. A forest ranger should be in good physical condition because he must spend long hours in rugged country.
2. Many kindergarten children regard their teacher as a mother substitute.
3. Dentists are highly professional men.
4. A college professor has spent many years studying extensively his area of interest.
5. In addition to being courteous and helpful, an airline flight attendant must also keep her appearance attractive..
6. During his apprenticeship, the man who intends to become an electrician must spend several nights each week in school.
7. If you need to ask the librarian a question, be certain to thank her for he help.
8. Although she isn't a doctor, a nurse is an important member of the health care team.

Attachment 7 (Continued)
Exploring Male and Female Career Roles

Part II.

Some job titles used to describe workers typing. Change each title below to one job could be held by a person of either sex has been done for you.

1. fireman -- firefighter
2. mailman -- mail carrier, letter carrier
3. busboy -- bus person, bus help
4. stewardess -- flight attendant
5. policeman -- police officer
6. housewife -- homemaker, housespouse
7. waitress -- waiter, food server
8. telephone lineman -- telephone linesperson
9. salesman -- salesclerk, salesperson
10. seamstress -- garment maker
11. draftsman -- draftsperson
12. girl Friday -- person Friday, secretary

EXPLORING A NON-TRADITIONAL CAREER

What is a Non-Traditional Occupation or Career?

At one time it might have been
a woman teacher or a male kindergarten teacher.

Career opportunities are available
most people realize that a person
is important than his or her sex,
male, you have an opportunity if
you ~~never~~ never have considered before.

When Can You Explore a Non-Traditional Occupation?

You may choose to explore a non-traditional career during your Primary Cluster Explorations, during your Secondary Cluster Explorations, or during both.

When you explore a non-traditional career, you will plan and complete your site visit in much the same way you would any other exploration. The major difference is that you have an opportunity to ask some special questions of the worker in a non-traditional job.

You can get ideas about different non-traditional occupations to explore from your teacher.

Here are some questions you may use when you interview workers in non-traditional jobs:

1. What is the ratio of males and females working in this occupation at your place of employment?
2. What special problems did you have in getting this job? Do you have to take legal action to secure the employment?
3. Did you encounter family opposition to your choosing this career?
4. What do you like best about your job?
5. What do you like least about your job?

Attachment 8 (continued)
Exploring Male and Female Career Roles

6. Have you found any physical demands that you could not meet at first?
7. Are your opportunities for advancement the same as for members of the opposite sex?
8. Would you advise someone else of your sex to enter this occupation?

Attachment 9
Exploring Male and Female Career Roles

EVALUATION OF NON-TRADITIONAL JOB EXPLORATION

Part I

The non-traditional job I explored was _____

I would/would not be interested in working in this occupation.
(circle one)

List three reasons for your choice.

- 1.
- 2.
- 3.
- 4.
- 5.

Part II

Complete a Career Exploration site visit. If you are not able to do this sheet to write a description of what did the exploration take place. What did you learn about the job?

Site for your visit during the Exploration (name of your site visit, Who was your community contact, etc.)

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Jefferson County Public Schools, 1978

STUDENT NAME Teacher copy

LIFE SKILLS AREA Personal/Social Development

COMMUNITY INSTRUCTOR

PROJECT TITLE Who Are We?

LEARNING MANAGER

STARTING DATE _____

TARGET DATE

COMPLETION DATE _____

RATIONALE: This project will acquaint you with past and present view points regarding roles of men and women in our society. With this background information, you will record your personal attitudes about career and life roles of males and females and speculate on the temporary attitudes may have on your future.

ACTIVITIES	RESOURCES	PRODUCTS/CRIT
You Stand? _____	Male/Female Roles Questionnaire (found in the Career Area)	Will write a questionnaire: Female Roles
In addition to writing your first attitude and values, your answers should be well written and complete. Be prepared to discuss your answers with your learning manager.		Will write a critique
Role Play Interview _____ viewpoint on one question (in above) differ from yours. Write a short paper explaining his/her viewpoints. Conclude the paper with a statement of why you still defend your own viewpoint now agree with the other person's viewpoint, or can see it from more than one viewpoint.	Questionnaire _____	Will critique

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
<p>II. Definitions Using any available resources (print or broadcast media, personal or your own or other's experiences), describe a current or historical event to define and show an example of the 6 words or phrases listed below. Credit each source with appropriate bibliographical information or include an actual example of newspaper articles, magazine pictures, etc.</p> <p>sex bias (or sex discrimination) sex fair (or sex equity) masculinity femininity stereotyping affirmative</p>	Newspaper Articles Movies T.V. Shows Personal Experiences Experiences of others Books about: History Herstory Feminism Male Role Community groups	Six well written definitions and examples, each illustrating one word or phrase listed under A. L.M. Certification

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
<p>III. Sex biased/sex fair words, phrases, and practices</p> <p>A. Complete Attachment 1 using your own knowledge and suitable references.</p> <p>THE FOLLOWING INFORMATION.</p> <p>"Does the language we speak affect our perception of the world around us?" Yes, it does says Edward Sapir famous linguist; it affects our thinking and our lives at the subconscious level of our awareness. He states his hypothesis as follows:</p> <p>"Human beings do not live in the objective world alone, nor alone in the world of social activity as ordinarily understood, but are very much at the mercy of the particular language which has become the medium of expression for their society." (From "Today's Chang Rules: An Approach to New Skills Teaching," Developed by Education Challenge, Inc., Washington, D.C., published by National Education Association 1974)</p>	<p>Attachment 1</p> <p>Resources in the Career Resource Area</p> <p>Resources in the school or public library</p> <p>Resources from your LM</p>	<p>List of acceptable sex fair words.</p> <p>LM certificate</p>

WHO ARE WE?

Jefferson County Public Schools, 1978

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
<p>B. Review career related materials of your choice (pamphlets, books, films, filmstrips, etc.) looking for examples of sex bias. Use</p> <ul style="list-style-type: none"> (a) 2 for 10 (b) file review (c) lines; letter (d) publisher (e) (f) sex bias (g) your feelings about their occurrence in the material. (h) Clear your letter with your learning manager and make a copy for your learning manager. In this statement, illustrate sex bias or stereotyping. It may relate to teaching, counseling, hiring, coaching, or other similar practices. Be prepared to explain how you handled the situation and how you felt about it at the time. 	<p>Attachment 2</p> <p>Career-related materials</p>	<p>Business letter to publisher pointing out specific sex bias(es) and expressing feelings and opinions about occurrences.</p> <p>Letter</p>

WHO ARE WE?

Jefferson County Public Schools, 1978

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
IV. Career Goals and Role Models	Your own knowledge	of things you t one or more whom you iden re ns
It might be a member of your immediate family or a more di- tant relative; someone from the sports or entertainment worlds; someone from history, literature, music, or the arts; a neighbor or a teacher; someone in a pos- ition of leadership; a close friend or a casual acquaintance; or someone who is a figment of your own (or another's) imagina- tion.	M. Certificate	
What qualities do these per- sons have that you would like to copy? Is it their behavior, mannerisms, successes, skills, talents, knowledge, intelligence? Is it their career or life style; or their self confidence, dedica- tion, composure; or their mean- of expressing themselves? Is it their political, social, con- suming status?		
III. Three areas of interest which one I hope for this workshop on identity		

B: On another sheet of paper draw two columns. Entitle the sheet "Career Goals and Role Models." In one column, write some goals related to the life and career roles you are presently considering for yourself. In a second column, indicate how your role model (from A and B above) might have influenced (or still could influence) your thoughts, feelings, actions, about your life and career goals.

Information from A above.

List of personal goals with correlating statements showing the actual or potential influence of a role model on your thoughts, feelings, actions.

L.M. Certification

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
V. Facts vs. What People Think		
A. Using resources available in the Career Resource Area or school or public libraries, locate and write in the missing facts for statements one through seven on Attachment 3, Survey -- Facts vs. What People Think. Be sure to indicate the source of your information (title, author, publisher, copyright date, and page).	Attachment 3 Career Resource Area School or public libraries Acquaintances (Community instructors, family, friends, teachers, neighbors). Resources from L.M.	Completed survey statements including sources used in locating correct facts.
		L.M. Certification
Write your opinions for questions eight and nine.		
B. Survey 3 people for each statement or question. Read them the statements or questions as written before you researched and wrote in the facts (or your opinion for questions eight and nine). Ask them to complete the blanks on the basis of their own knowledge. After interviewing each person, tell him/her the correct answers to the statements or questions.	Attachment 3 (partially completed) At least 3 people in different age groups to interview.	Completed survey form with opinions from at least 3 different people representing at least 3 different age groups.
Interview at least one person in each of the following age groups: Younger than 25 Between 25 and 45 Older than 45		L.M. Certification
273		276

ACTIVITIES

RESOURCES

PRODUCTS/CRITERIA

C. In analyzing responses to your survey, answer such questions as:

Did any one age group seem more knowledgeable than the others?

Did men or women seem to know more facts?

How did people react when told the correct answers? Were they surprised? Doubtful?

What conclusions can you draw from your findings about public awareness of sex roles?

Would you consider working in a non-traditional role some day? Why or why not?

Attachment 3 (completed)

Well written answers to questions regarding survey.

L.M. Certification

VI. Laws Affecting Rights

Laws which prohibit sex discrimination in employment and education are designed to protect the rights of both females and males.

Read the "Laws and Guidelines" sheets (Attachment 4) and complete the "What's the Law?" sheets. Use any other resources necessary to find out details about the laws (for example, arrange with your learning manager to have a local attorney talk with the class about the laws, court cases, regarding sex discrimination, reverse discrimination, etc.).

Attachment 4

Resources from LM

Local, state or federal government offices

Attorneys from the local community

Completed "What's the Law?" case studies sheets.

L.M. Certification

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ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
VII. Male/Female Career Options		
A. Using Attachment 5 as well as any other available resources as a guide, develop a questionnaire designed to discover the extent of sex bias or stereotyping in various careers.	Attachment 5 Career Resource Area School and public libraries Knowledgeable authorities	Sex bias or stereotyping questionnaire L.M. Certification
B. Following established ECC community exploration procedures, visit a work site where you can interview one woman OR one man in a non-traditional career role. Complete the Career Exploration Guide and obtain answers to your questions.	Person working in career considered non-traditional for his or her sex. Career Exploration Guide (from Learning Manager) Questionnaire developed in A above.	Completed questionnaire and Career Exploration Guide: L.M. Certification
C. Write a journal entry to record your reactions to the non-traditional exploration, and tell your feelings about working in a non-traditional job yourself someday.	Career Exploration Guide (completed in B above) Questionnaire (completed in B above) Your personal reactions and feelings.	Journal entry L.M. Certification

SEX BIASED/SEX FAIR WORDS AND PHRASES

Rewrite the sex biased words or phrases to make them sex fair.

SEX BIASED

Example: Fireman

1. housewife or househusband
2. mankind
3. steward or stewardess
4. primitive man
5. Each student will submit his assignment.
6. manmade
7. cleaning woman
8. insurance man
9. The office was manned by...
10. chairman or chairwoman
11. old maid
12. foreman
13. mailman
14. male nurse
15. I now pronounce you man and wife
16. salesmen or saleswomen
17. college boys and co-eds
18. office girl
19. caveman

SEX FAIR

Example: Fire fighter

- homemaker
- humanity, human beings, human race, people
- flight attendant
- primitive people, primitive women and men
- Each student will submit an (or the) assignment
- artificial, synthetic, manufactured
- house (or office) cleaner, servant, housekeeper
- insurance agent
- The office was staffed by....
- presiding officer, person presiding, moderator, chairperson
- unmarried woman
- supervisor
- mail carrier, letter carrier
- nurse
- husband and wife
- salespersons
- college students
- secretary, the clerical staff person
- early humans, cave dwellers

~~ACCESSION NO.~~ (CONTINUED)

SEX BIASED

20. woman novelist
21. forefathers
22. lady doctor
23. family man
24. The secretary...she
25. cameraman

SEX FAIR

- novelist
ancestors, forepersons, precursors
doctor
family person
secretaries....they
camera operator

THINGS TO CONSIDER

The following are some questions you might wish to consider as you look through materials for examples of sex bias.

1. Are males and females consistently represented in equal balance?
2. Do the materials show a variety of choices for males and females and are both encouraged to pursue personal goals, including non-traditional ones, if they are so inclined?
3. Are females and males encouraged to develop their own lives, meet their own challenges, find their own solutions?
4. Do illustrations tend to stereotype the workers according to traditional sex roles? dress? mannerisms?
5. Is inclusionary language used (i.e. police officer instead of policeman, "staffed by" instead of "manned by," etc.)?
6. Are females and males shown at a variety of levels in an occupation as well as in a variety of professions, trades, or jobs?
7. Are males and females shown as worthy models to emulate?
8. Do the materials fairly represent accomplishments of both sexes in any given field?
9. Does the author avoid language which is patronizing, demeaning, or limiting to either sex?
10. Are members of either sex arbitrarily assigned leading or secondary roles?
11. Are both sexes treated with the same respect, dignity, and seriousness?
12. Are members of both sexes represented as whole human beings with human strengths and weaknesses, not masculine or feminine ones?

SURVEY -- FACTS vs. WHAT PEOPLE THINK

1. In the midfifties, women made up about 31.2 percent of the U.S. labor force; by the midseventies, women made up about 39.3 percent of all workers.

Source: 1975 Handbook on Women Workers,

U.S. Dept. of Labor, p. 11

Name	Age Group	Midfifties	Midseventies

2. In the early forties, married women (husband present) made up about 30 percent of all working women; by the midseventies, married women (husband present) made up about 58 percent of all working women.

Source: 1975 Handbook on Women Workers, p. 75, 76

Name	Age Group	Midfifties	Midseventies

3. In the midseventies, women made up about 42 percent of all professional and technical workers; about 77 of all clerical workers.

Source: 1975 Handbook on Women Workers, p. 87

Name	Age Group	Professional/ Technical	Clerical

4. Between the midsixties and midseventies, the earnings of women, as compared to men (increased slightly) (decreased slightly) (stayed about the same).

Source: 1975 Handbook on Women Workers, p. 129

Name	Age Group	Increased Slightly	Decreased Slightly	Stayed the same

5. Most women who work outside the home do so primarily because of economic need.

Source: 1975 Handbook on Women Workers, p. 124

Name	Age Group	Primary reason for women working outside the home
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Today, most women average about 20 to 25 years working outside the home.

Source: U.S. Dept. of Labor, Women's Bureau
(Denver Regional Office)

WHO ARE WE?
Attachment 3 (Continued)

7. As the educational attainments of women have increased, the number of women in the work force has (increased) (decreased) (stayed the same).

Source: 1975 Handbook on Women Workers, page 184

Name	Age Group	Increased	Decreased	Stayed the same

8. What do you think will happen to men in the work force as career opportunities for women expand? (Your opinion)

Name	Age Group	Opinion

WHO ARE WE?
Attachment 3 (Continued)

9. In what ways do you think marriage and family life will be affected as more women take on career commitments? (Your opinion)

Name _____

Age Group

'EAST-AN

*LAWS AND GUIDELINES PROHIBITING DISCRIMINATION IN EDUCATION AND EMPLOYMENT

In the past several years, new laws have been enacted to prohibit discrimination in both education and employment. Many of these laws have been designed to eliminate discriminatory practices on the basis of race, color, religion, and national origin. Since 1972, discrimination on the basis of sex has been included through the extension and enforcement of existing laws.

Many of these laws are having a major impact on instances of discrimination. The Equal Pay Act of 1963, for example, prohibits discrimination in salaries on the basis of sex. The Equal Pay Act prescribes that equal pay be given to employees who perform tasks requiring equal skill, effort, and responsibility under similar conditions. This legislation has been used as a legal basis for a variety of court decisions. In 1970, the U.S. Supreme Court ordered the Wheaton Glass Company to pay back over \$900,000 in back wages and interest to women who were being paid 31.5 cents per hour less than men, and doing substantially the same work. In 1973, American Telephone and Telegraph was ordered to award back pay to 15,000 employees. Thirteen thousand of these employees were women who had been given no opportunity to be assigned to better paying jobs. The Wage and Hour Division of the Department of Labor estimates that as of April 1975, over \$108 million is still due to 203,280 working women and men.

Another law which has been utilized frequently is Title VII of the Civil Rights Act of 1964. This legislation prohibits discrimination based on race, color, religion, national origin, or sex which affects equal access to jobs. For example, with the exception of jobs within particular religious orders and within the specifications for actor or actress, few job specifications can be legally classified as *bonafide occupational qualifications* to exclude either sex from employment. During the first year of enforcement by the Equal Employment Opportunities Commission, over 40 percent of the complaints charged discrimination on the basis of sex (Bird, 1969). In 1971, over 6,000 charges of sex discrimination alone were filed (Bem and Bem, 1973).

Employees must be alert to discriminatory practices which may still exist, such as:

Same title, but lower pay, e.g. teacher or coach

Same work, but different title with lower pay, e.g. administrative assistant vs. assistant director

*Adapted from Sex Fairness in Career Guidance Abt Publications, Cambridge, Massachusetts, 1975, pp. 17-29.

Same work, same pay, but different qualifications, e.g. recruiting standards may be higher for women than for men; and

Same work, but different opportunities for promotion.

In addition, affirmative action programs are now required by Executive Orders 11246 and 11375 as outlined by the implementing regulation, Revised Order No. 4. These affirmative action programs are required by all companies with federal contracts of \$50,000 or more and 50 or more employees. Affirmative action may also be required under other laws after discrimination is found. Although affirmative action programs are different, they all are designed to assure women and minorities reasonable representation on the basis of availability for each job category within the organization. This is usually done by comparing the number of women and/or minority employees with the labor pool available in the local community.

Until the fall of 1971, with the passage of the Public Health Service Act, no federal legislation prohibited sex discrimination among students at all levels of education. Much broader provisions were outlined when Title IX of the Education Amendments of 1972 was enacted. Title IX prohibited sex discrimination in admissions and treatment of students in all federally assisted education programs. Since that time there has been considerable speculation concerning the changes which will be required to comply with Title IX. The implementing regulation may affect policies relating to competitive athletics, recruiting, admissions, students benefits, housing rules, single-sex courses, textbooks and curriculum, and women's studies programs. The full impact of this legislation remains to be seen.

What's The Law?

Michael, a buyer for a department store, and Julie, a law school student, have been married for 20 years and have two children. Nora is 17 and Danny is 15. Danny and Nora have recently enrolled in the ECC program in their high school, and are discussing the program with their parents.

Nora talks about the career explorations, and how part of the program involves exploring non-traditional career options. Both Julie and Michael are particularly supportive of the program, especially as it deals with changing male and female roles. Danny says he doesn't know why it's so important to know about things like laws that prohibit discrimination. He doesn't think it happens very often, and what does it do for men, anyway?

Julie takes the opportunity to talk about several cases of discrimination she has studied in her law courses.

DIRECTIONS:

1. Read the brief case studies which follow.
2. Using applicable information about the laws from "Laws and Guidelines Prohibiting Discrimination in Education and Employment" (Attachment 4), record the law which appropriately deals with each case study.
3. Check your answers for each case study with your learning manager.

WHO ARE WE?
Attachment 4 (continued)

WHAT'S IN A LAW

Case Studies

1. Ken was a nurse's aide in a hospital. He enjoyed his work but claimed that he was discriminated against because he was paid less than a orderly in the same hospital. An investigation proved that the salaries of nurses' aides were in reality equal to those of an orderly.
Which law would help Ken? Equal Pay Act of 1963
2. Jean worked on the assembly line in a large factory. She needed the salary she earned and was therefore dismayed to learn that she must retire on her next birthday at the age of sixty-two. She was even more angry when she discovered that male employees could work until they were sixty-five.
Which law would help Jean? Civil Rights Act of 1964
3. Jim was on the high school wrestling team. During the fall of his senior year he decided to get his body in condition for the upcoming wrestling season by enrolling in a ballet class, which was offered through the adult education program. He was the only male who showed up for the class, and he was denied enrollment. It was explained that the class was open only to females.
Which law would help Jim? Title IX, Education Amendments of 1972
4. Mary had applied to be an assistant principal in one of the city high schools. Her education and experience qualified her for the job. A man who was a football coach, however, was given the position. When Mary complained because he appeared to be less qualified than she, she was told that a man was needed in this job because of the discipline problems that an assistant principal must handle.
Which law would help Mary? Title IX
5. Sue had worked as a bank teller for several years. One day she discovered that a male teller who had started work only recently was being paid a larger salary than she. When she complained, she was told that he was working only temporarily as a bank teller. Soon, she was told, he would begin their management training program and for this reason was entitled to the higher salary.
Which law would help Sue? Equal Pay Act of 1963
6. Robert was the only additional worker in a small greenhouse run by an elderly couple. When the original owners of the shop sold the business, the new owner fired Robert because she preferred to have another woman working in her greenhouse.

WHO ARE WE?
Attachment 4 (continued)

Albert had had three years of experience as a greenhouse worker, and his previous work had brought in more than enough money to cover his salary. He decided to complain. Which law would help Albert? None under 15 employees)

7. Linda was sixteen years old and was looking for her first job. In the want ad section of the newspaper she saw the name of a restaurant near her home. The ad read Wanted--busboys part time. When Linda inquired about the job, the owner of the restaurant told her that he had a policy of hiring only boys for the work.
Which law would help Linda? Civil Rights Act of 1964

MALE/FEMALE CAREER OPTIONS QUESTIONNAIRE IDEAS

1. Who traditionally does your job? male female either
What are the historic reasons or precedents for this?
What trends are taking place or do you think will take place
to change this situation?
2. Does your job require any physical characteristics (strength, for example) which makes the job more suitable for men than women? Women than men?
3. Assuming all other factors and conditions (education, experience, personality, skill, circumstances, etc.) were essentially the same but that you were a member of the opposite sex, do you think you would
 - have been hired to do your job?
 - be earning (more), (less), (the same) as you do now?
 - have the same opportunities for advancement as you do?
 - have experienced any sex-related biases or barriers getting or working in your job?
 - have received (more positive) (more negative) reception from your co-workers when you began the job?
 - have difficulty transferring to a similar job with another company?
 - have had any opposition from family or friends when you took the job?
 - have received (more positive) (more negative) attention from your superiors?
 - have been counseled (by school counselor, employment agencies, personnel departments, others) not to prepare for or attempt to get the job?
 - have had the same duties and responsibilities as you do now?
 - have been expected to achieve at (lower) (higher) levels of performance and/or accomplishment than you are expected to achieve now?

WHO ARE WE?
Attachment 5 (Continued)

-have encountered any special problems because of your sex?

--have experienced any physical demands that you might not have been able to meet at first or that you would have had to overcome?

4. What kinds of hardship might a person of the opposite sex expect to encounter in your job?
5. What, if any, are some interesting incidents which have occurred to you (either when preparing for or working on the job) due to your sex?
6. Do you think a person's sex should determine which duties and responsibilities a worker should be assigned?
7. Have you experienced or observed anyone taking any legal recourse or action in order to gain adequate consideration for a non-traditional job?
8. If you were to be transferred from this area, what kinds of problems might you face if your spouse also worked?
9. If you are in a non-traditional role, what were your feelings when you first got your job?



**MALE /
FEMALE
ROLES**

**What do you think
about them?**

MALE/FEMALE ROLES -- WHAT DO YOU THINK ABOUT THEM?

SELF-RATING SCALE:

Read each pair of statements. Place an X under number:

1 If you think the statement to the left is true;

2 If you think the statement to the left is close but not entirely true;

3 If you have no particular opinion about either statement;

4 If you think the statement to the right is close but not entirely true;

5 If you think the statement to the right is true.

MALE/ FEMALE ROLES



1	2	3	4	5
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The woman's place is to work in the home; the man's place is to work for money to support the family.

--	--	--	--

Men and women should share the responsibilities for both the family income and care of the home.

It is up to men to ask women for dates.

--	--	--	--

Either men or women can ask someone of the opposite sex for dates.

Physically, men are better equipped to be carpenters than women.

--	--	--	--

Physical limitations do not rule out women from jobs requiring manual labor.

Only men should cut other men's hair.

--	--	--	--

Men and women are equally good as barbers and beauticians.

It is the mother's job to change a baby's diapers.

--	--	--	--

The father's role includes all sides of child care.

Men do not belong in the kitchen.

--	--	--	--

Many men are capable of and enjoy working in the kitchen.

Leadership is the responsibility of men.

--	--	--	--

Women possess as good leadership qualities as men.

It is the husband's role to be the family breadwinner and the wife's role to care for the children.

--	--	--	--

It is up to each couple to decide who will provide the family income and who will care for the children.

Divorced women deserve alimony from their ex-husbands.

<input type="checkbox"/>				
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Men should not pay alimony to ex-wives who can provide for themselves.

Women make better nurses and kindergarten teachers than men.

<input type="checkbox"/>				
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Men are as capable of providing good nursing and child care as women.

Housework is less valuable than employment outside the home.

<input type="checkbox"/>				
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All work, whether in or away from home, contributes to the welfare of the family and should be paid for accordingly.

It is the man's role to pay for dates.

<input type="checkbox"/>				
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If a man and woman share the costs of a date, then neither is indebted to the other.

Children should play with toys suitable only for their sex.

<input type="checkbox"/>				
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Children should be allowed to play with any toys they enjoy.

Because most men have families to support they should receive higher wages than women even if both do the same work.

<input type="checkbox"/>				
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Men and women should receive equal pay for equal work.

Some jobs are "male" and some job are "female."

<input type="checkbox"/>				
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Jobs are gender-free.

Because men have been doing some jobs for a long, long time, they are better than women at those jobs.

<input type="checkbox"/>				
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Ability to do a job well is not related to sex.

Because husbands usually contribute more to the family income, they should have more say in how the money is spent.

<input type="checkbox"/>				
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Regardless of who contributes the most, husband and wife should have equal say in how the family spends money.

Women should not have to compete with men in the world of work.

<input type="checkbox"/>				
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Women and men are capable of and should be expected to compete on equal terms in the world of work.

Because men's sports draw large crowds, they should receive more financial backing than women's sports.

<input type="checkbox"/>				
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There should be equal opportunities for men's and women's sports.

TOTALS

<input type="checkbox"/>				
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Count the number of X's in each column and write in your totals.

MALE/ FEMALE ROLES

If most of your X's fall in columns 1 and 2, you tend to have what is called a "traditional" viewpoint. Traditional beliefs, opinions, customs, stories, or viewpoints are those which have been handed down from or passed on from parents to children, from one generation to the next.

If most of your X's fall in columns 4 and 5, you tend towards a less traditional viewpoint. Our society seems to be moving toward a less traditional stand on male/female roles.

If most of your X's fall under column 3, you apparently are undecided about your feelings about male/female roles.

There are some neat resources in the Male/Female Roles section of the CRA. Why not try them out?

After using the resources, redo your self-rating scale to see if and how your thinking may have changed. Use an O (instead of another X) when completing the scale a second time.

ATTACHMENT 7
Would You Have Guessed....? *

Directions:

1. Read the multiple choice questions below.
2. Circle the answer you believe to be correct for each item.
3. Check your answers against the Answer Key.

3. A wife may file for Social Security as a widow. Her husband

- a. A widow may collect benefits even if her husband makes less than \$1,500 a year.
- b. A husband may collect Social Security benefits even if he makes less than \$1,500 a year.
"Here's your check."

4. In 1972, Congress increased the minimum wage by

of practice ears:

- a. 20%
- b. 50% more
- c. 200% more

5. The Equal Rights Amendment

- a. legal later
- b. Women's rights amendment
- c. House of Representatives
It was a joke, put in a bill, and it was defeated

6. In

- a. 1970, the Senate rejected the Equal Rights Amendment
- b. The Equal Rights Amendment was proposed
- c. A Senator opposed the amendment

7. In 1972, Congress passed the

- a. giving birth pot
- b. Title IX
- c. Title VII

8. In 1970

9. How many hours a week does the average housewife work?

- a. Forty and three tenths hours
- b. Sixty-one and seven
- c. Ninety-nine and six

Reading Comprehension
of having the characteristics

- a. The healthy man
- b. The healthy woman
- c. Both men and women

10. Who is the largest group of teachers?

- a. Thirty
- b. Fifty
- c. Seventy

11. Who is the largest group

- a. Women who work
- b. Women who buy
- c. woman
- Selling their services
- paid salary to

ATTACHMENT 8

Changing Realities*

In this section we will examine some of the changes in our society which have affected the job market. We will look at the impact of automation and computers on employment opportunities. We will also consider the impact of international competition on employment opportunities. Finally, we will examine the impact of changing social values on employment opportunities.

Changes in education, along with changes in technology, changes in national policy, the demand for certain skills, and shifts in the economy all contribute to the changing nature of work. These frequent changes in the job market can make it extremely difficult for a person to plan their career. In addition, it is necessary to formulate long-range career plans. For example, the launching of Sputnik in 1957 created a sudden demand for scientists, engineers and teachers as the United States strove to compete in science and space technology. So, too, President Johnson's War on Poverty led to a sharp increase in the demand for social workers in the late 1960's. As the space race decelerated, the population growth rate declined, and the Nixon administration reduced national defense spending, the demand for engineers, teachers, and social workers fell. Today, while the need for engineers is once again increasing, the fields of social work and teaching remain oversupplied.

Over supply of college graduates. A related problem is the over supply of college graduate in general. While there are presently more college graduates than ever before, accounting and business are among the few fields where there is a shortage of qualified graduates. With more students going on to college than there are jobs requiring college degrees, it is not difficult to see that many graduates will be either unemployed or underemployed.

Changing workplace values for those who do hold jobs is another additional problem. Their work is often less fulfilling due to technological advances in industrial production, demanded by today's

mation and cybernation, have served to narrow the tasks and responsibilities of the average worker. Hierarchical management systems have

been
replaced
by more
horizontal
and
varied
management

VALUES AND ATTITUDES

THE INDIVIDUALIST CULTURE

- 2 The individual's value system is based on:
- 2 individuality through autonomy.

The importance of other values such as family, social obligations, and relationships between people and their job or work situation, are less important. Self-control, independence, and responsibility to define and continue to direct vocational behavior and career development are important. Others, however, and particularly for some young people, self-expression, independence, service, and search for meaning in work are playing more prominent roles in the way they structure their work lives.

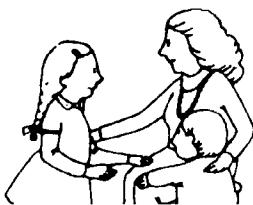
All of these changes are reflected in the values of the young people, their attitudes, family values with respect to work and the recognition of the economic realities involved in labor markets. These must be dealt with the conditions of contemporary society which have implied considerable changes. There is one additional change, however, which of extreme importance and to which these material are primarily addressed.

Sex Bias The question of sex bias is also important. In our society there is an overemphasis on traditional gender roles. Such a pattern is based in the family system to determine one's role and life exclusively on the basis of gender. What is his/her role system? How does it affect men and women? Does a parent's hold on employers and so forth go overruled by the system? Is the system functional? Is it biologically determined or historical? Is it consistent? How is it changing and how can teachers help to facilitate these changes?

CONCLUSION

REFERENCES

FAMILY



WOMEN

CAREER



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Occupation	Hours per Week	Dollars per Hour
ok	13.1	\$3.25
ishwasher	16.2	2.00
ndress	5.9	2.50
od Buyer	3.3	3.50
rdener	2.3	3.00
uffeur	2.0	3.25
ntenance	1.7	3.00
mstress	1.3	3.25
ctician	1.2	4.50
actical	.6	3.75

and in the past, which is the case in the U.S.A.,
ensions of the no. 1 job frequently do additional work. According to
lensk, (.96) most women hold jobs which

additional hours of work such as
canning; (2) few or no strenuous physical activities such as
housework, telephone conversations, (3) rapid use of hands and
fingers, such as office machine operation, and electrical
assembly; (4) installation of furniture, and (5) contact with young children, and (6) housekeeping.

Women who are employed outside the home are seen as doing work for family obligation, but rather seen as doing work for helping their husbands and providing for the needs of their families. Thousands were still perceived to be the primary breadwinners (Reov, 1960). Moreover in order to integrate family and job responsibilities, they may select occupations requiring little training and the art of the employer. Employers, for their part, often expect the workers will have a high turnover rate and be unwilling to provide job training (Oparka, 1988). This expectation is often realized. Numerous studies have found that turnover and job satisfaction are related to the level of sex. There is a higher turnover

in less rewarding jobs, regardless of sex.

Further evidence of this pattern is shown in the distribution of women in various occupations. In 1973 there were 75 million

occupations, nine percent of whom were in higher level jobs, engineers, scientists, lawyers. Furthermore, the percentage of non technical labor force has been declining. In 1950, 42 percent of all workers in these occupations were women; by 1970, it was 37 percent (Women's Bureau, 1971). In other words, such as managers and administrators, and clerical work, much less likely than men to be managers and officials, is likely to be clerical workers.

Men are much more likely than women to be employed in blue collar jobs. While less than 1 out of 6 women hold blue collar jobs, about half of the employed men do. Other factors include the fact that women are more likely to be part-time workers, and to be working persons.

Not only are working women less likely to be in blue collar jobs, but also they receive less remuneration for their labor. There is a substantial differential between the male and female earnings in the same occupation. In 1971, the average female full-time worker averaged 59 percent of those received by men in the same job categories. Historical data suggest that this differential is widening; in 1955, for example, women's earnings averaged 64 percent of (Women's Bureau, 1971).

While much of the salary differential can be traced to differences in level of skill, effort, and responsibility required for the particular job as well as to length of employment, many discriminatory practices still exist which lead to different pay rates for virtually similar jobs. Nor does education seem to make a substantial difference. Even though the average woman worker is as well educated as the average male worker, salary differentials still exist. For example, the average working woman with a college degree earns less than the average male high school dropout.

The reason for women's current status can best be explained in the male system. When asked why women are less likely to receive higher pay and science, women college graduates most frequently cited two related reasons:

unfortunate tendency to overstress part-time, intermittent work as "the" solution to contemporary woman's needs for both personal fulfillment and societal contribution (Rossi, 1972).

It is a
true
fact
that
the
best
and
truest
form
of
truth
is
in
the
form
of
the
Truth
itself.

for the first time
in our country and so on
at home. Thus even though
and depicted in our histories
with them they, being pre-
pared to select eggs among all
possibilities. And although their work is
society, they are not being fully em-
ployed.

411

As one of the most important features of the new system is the ability to handle large amounts of data efficiently, we have conducted several experiments to evaluate its performance. The results show that the system can process up to 100,000 records per second, which is significantly faster than current systems. This makes it ideal for real-time data processing applications such as financial trading and scientific research.

Many men of high fiscal fitness are to be found among
those really great risks. In this country, however, we find
that most of satisfaction is to be had in the man who shuns
helping professions, may hasten to become an administrator
because not only because there are already many "fearless," but
because the alms he has seen a continually increasing. Yet the man
very swarming in our day, working with the people but not
desirous to pursue career helping professions, need do so much
so that great rewards are often rejected by an unusually large
percentage of those who have

It is true that part of the statement
can now be made. We have had the
privilege of seeing the original
hearing transcript and the final
decision of the Board of Inquiry.
On August 14, 1974, it was decided
on a definite date to send the
ear muffs back to the young man
with happiness and satisfaction.

The dual role system not only restricts men's choices in the ways described above, but often limits men's meaningful participation in family life. To earn an adequate living, many men work at high pressure jobs requiring late-night and weekend hours. Others work at two or three jobs to support their families. The effect on children of a father's continued absence from the home has been documented (Kenniston, 1965). The effects on fathers themselves, while less well studied, may be equally profound. The pressure to work extended hours deprives many men of the joys of family and leisure life. Furthermore, when a woman spends her entire day at home tensions may build for her as well. It

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if ~~the~~ ~~is~~ ~~a~~ ~~multiple~~ ~~of~~ ~~an~~ ~~odd~~ ~~number~~

3) illustrate that elimination of the tides is not difficult particularly for men. It is difficult to find a couple like the one I saw.

book in N.Y. until now, only except for
a few books. Last Friday we had a fine
day at the Central Park Zoo. I would have
enjoyed myself more although I would have
been a little worried about the animals.
I would have been near my wife if I had
not seen her in effect at the meeting she helped
to start on the 2nd floor from about the 2nd or 3rd
floor balcony. She was as I expected very
handsome. Her husband is not, however, very
handsome but I think he is very good looking.
If he were not so good looking

you will be assured of our sympathy
you can depend
the same stage
in the same place
and as before.

Both my husband and I earned college degrees in our respective disciplines. I turned down a superior job offer in Oregon and accepted a slightly less desirable position in New York where

I'll be a teacher. I should be able to balance my work and family life better. I'm majoring in English literature, but I do the laundry, fix meals, wash clothes, and help with other housework.

It is in the context of this marriage just described with its emphasis on women's domesticity that it becomes clear that the ideology about women's domesticity consciously permeates these so-called equalitarian marriages in society in general.

Some of the hidden assumptions in the first marriage are more apparent on reading the second one here:

to be considered

and

life when babies are given pink or blue name tags, bunting, and booties. Differences in dress are soon followed by differences in parental behavior. Six-month-old infant girls are actually touched, spoken to, and hovered over more by their mothers while they are playing than are infant boys (Goldberg & Lewis, 1969). Even before the age of three, children have internalized many sex-role stereotypes and have a powerful sense of "his" and "hers" (Money, 1968).

~~Sex role socialization accompanying the curriculum~~
~~and its influence on children's sex roles~~
When children are exposed to all or part of the curriculum
it may be beneficial. However, research suggests that boys
are apt to be treated differently by their parents
and receive more attention of both a positive (Hinde,
1974) and negative (Idman, 1974) nature.
Educational institutions reinforce sex role differences through the intellectual environment
through curriculum offerings, staffing patterns, equipment.

Written materials, too, reinforce some sex-role stereotypes such that men work and earn a mother. At all grade levels, books, math books, and history books differentiate between "male" roles and activities for men and women. The importance in shaping historical events is omitted from most texts. Women like Anna Ella Carroll, for example, who deserved the credit which U.S. Grant employed to win the Civil War, have been omitted. Even at the college level, catalogues and other brochures include subtle messages about sex-role differences.

While both males and females are found at every age level in the pattern of those professions does appear to shift somewhat from male heroes or policeman, fireman, and athlete to a greater proportion of men in engineering, technology, and increasing taking on high aspirations and expectations (Baruch, 1974). The statement vocational goals expressed by young girls during high school to marriage goals (Matthews & Niedemeyer, 1974) reflect the educational aspirations of women in their senior year in relation to men (Horner, 1974) when goals must be translated into financial terms. Early vocational choices may not necessarily express traditional sex-role norms. For many women the early choice of housewife and other personal, but not occupational, choices are evident (Baruch, 1974). Also for many girls is some evidence that girls at age twenty do not necessarily project occupations as marriage (Bart & Tanguay, in preparation).

There is little research that gives full attention to the individual child leaving masculinity behind in middle childhood. In particular, during adolescence, boys leave the male world of play and begin to explore other interests. This is particularly true among boys from the lower social classes where great deal of attention is paid to the development of the boy. The lack of appropriate models for boys of all social classes is one of the two main causes of the lack of interest in science and mathematics. The other cause is the lack of positive role models for boys. No female role models can be found in the schools, in the media, or in the community.

Women are also faced with a double bind situation, although it is somewhat different from that faced by men. Women do not want to fail; everyone likes to succeed. Yet they also fear success, not because of its possible lack of satisfaction, but because of the negative social consequences which might result from being "unfemininely" successful (Horner & Walsh, 1974). Some researchers identify this fear of success as a primary obstacle to women's achieving equal status with men and

the sex differences in women's physical strength and endurance. It is evident that sex differences in physical strength and endurance exist. As pointed out above, that such differences exist is true. Women in most societies have less strength and endurance than men. This is true for the care of home and child, as well as for traditional sex-roles, and it is true for the differences between the sexes. Thus, the sex differences in physical strength and endurance are due more to the cultural rather than the biological factors.

In England during the early 19th century, the dependence of women on men (and on their husbands) was significant because of the changes in society beginning with the Civil War and ending with the Industrial Revolution (1760-1860). In the colonial period and until the mid-19th century, their main roles were those of wife, mother, and homemaker. Both roles required much time and energy.

In fact, in early 19th century England, women were a minority of the population. They were not only a minority of the population, but they were also a minority of the working force. In fact, in early 19th century England, women were a minority of the population. They were not only a minority of the population, but they were also a minority of the working force.

The major change in the pattern of women's lives occurred after the Civil War, when accelerating industrialization and urbanization ushered in a rapid increase in the urban middle classes. From that point in time, until the breakout of World War II, women became primarily responsible for the care of the home and children and men became primarily responsible for earning the family's sustenance (Ginzberg, 1966, p. 7).

Even when women did hold jobs, they were often hired in low-paying, low-ranking positions. Although this did not occur during World War II when the crisis situation caused women to move into high-paying men's jobs, the old system was rapidly restored as soon as the war ended. Although a 1944 Women's Bureau study showed that 80 percent of the women employed during the war wanted to continue their jobs, cutbacks among women industrial workers began occurring as soon as peace was declared and the soldiers came home. The percentage of employed women dropped from 36 percent in 1945 to 28 percent in 1947. After that time, the employment of women began to rise again, due to increasing job opportunities. Both those women who had continued to work and those women who re-entered the labor force, however, were frequently either demoted to lower paying jobs or rehired in classifications which denied their seniority, their status, and their previous pay scale (Banner, 1974). Without definitive equal rights legislation, the labor force in America returned to a dual system.

CHALLENGES TO THE SYSTEM

Increased satisfaction for both women and men is contingent upon an expanded freedom of choice among all life's options. Recently, there have been challenges to the dual role system and growing concern over the ultimate effect it has on both women and men. Publishers are producing books which reflect more equality in men's and women's roles. Schools are increasingly concerned over providing appropriate male and female role models, as well as sex-fair curriculum offerings and educational materials. The U.S. Department of Labor has begun to use sex neutral titles for occupations. Other Federal agencies such as the National Science Foundation and National Institute of Education are sponsoring studies of barriers to career choice and how these barriers may be overcome. Sex discrimination in employment is beginning to be eliminated. Marriage patterns are changing in the direction of more equalitarian partnerships. The helping professions are becoming aware of and responsive to the need for sex-fair practices. And people-in-general are increasingly questioning what "should be." These and other challenges to the system result from at least four important societal changes:

- Women are entering the labor market in greater numbers than ever before and a majority are doing so because they or their families need the money they earn.
- Women and men are questioning the incompatibility of family and career and the satisfaction to be found in conventional marriages.

- The economic and social conditions which fostered a dual role system may no longer be present.
- Equal Rights legislation and "affirmative action" programs make it illegal for employers or educational institutions to discriminate on the basis of gender (or race, religion, or age).

THE GROWING NUMBER OF WOMEN IN THE LABOR MARKET

In the last decade women represented three-fifths of the increase in the civilian labor force. The stereotypic image of men as breadwinners and women as housewives/mothers is no longer appropriate.

Recent statistics (Women's Bureau, U.S. Department of Labor, 1975) indicate various characteristics of these working women.

Number. Over 36 million women are in the labor force, or women constitute approximately 40 percent of all employed persons.

Age. Women workers are more likely to be between 18 and 24 years of age or between 36 and 54 years of age -- the non-childbearing years. With the exceptions of those under 17 years and over 65 years, more than half of the women in all age groups are in the labor force.

Marital status. Married women (husband present) accounted for nearly 58% of all women workers. Over 43 percent of married women (with husbands present) work. The percentages of the other groups of women vary somewhat: single women, about 55 percent; divorced or separated women, about 62 percent; and widowed women, about 27 percent.

Family status. Approximately 54 percent of the working women have at least one child under the age of 18. Over 30 percent of the married women who live with their husbands and have children under 6 work. Fifty percent of widows, divorcees, and women who are separated from their husbands and who have children under 6 work. About 66 percent of female heads of households with school-age children are in the labor force.

Education. Approximately 75 percent of women workers have completed at least high school. About 12 percent of women workers have at least 4 years of college. Further, about 66 percent of women with 5 or more years of college are in the labor force. The more education a woman has, the more likely she is to work.

Worklife patterns. In the past, the typical pattern was for women to enter the labor force after completing school, work for a few years until marriage and the birth of their first child, and eventually return to work.

While it is true that many women leave work for marriage and children, this absence is only temporary for the majority of them. They return when the children are in school. Despite this break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

Studies on labor turnover indicate that net difference for men and women is generally small.

The 1968 rates for accessions and separations in manufacturing for men and women were 4.4 and 5.6, and 4.4 and 5.2, respectively, per 100 employees.

Contribution to family income. Many women work because they need to work. In 1971, only 4 percent of husband-wife families had yearly incomes below \$4000 when she was not working. In 1971, the median contribution of fulltime working wives was two-fifths of the family income; 13 percent contributed more than half.

Women seem to have committed themselves to the labor force. In addition to the growing numbers of women in the labor force, there are indications of increases in:

- Enrollment in advanced degree and continuing education courses,
- Length of work life,
- Full-time employment,
- Year-round employment, and
- Contribution to family income.

Moreover, women are beginning to recognize several aspects of traditionally "male" occupations which make them desirable for both women and men. For example, skilled trades jobs have several benefits:

- Salaries are typically higher than those for operative, sales, or service occupations.
- Training costs are low, with skills frequently learned on-the-job. For example, persons in apprenticeship training programs may earn as much as \$3.70 per hour, with a potential of advancing to \$9.00 per hour.
- Jobs are transportable and needed in practically every community.
- Many of these jobs do not require great physical strength.

Women have demonstrated the desire and the potential to adjust to society's changing needs. However, in order that all persons' talents be utilized most effectively, it is essential that women, as well as

men, receive:

- Career counseling free of sex-bias,
- Acceptance of equality by employers, and
- Recognition by society of their contributions.

CHANGING TECHNOLOGICAL, ECONOMIC AND SOCIAL REALITIES

The dual role system may have been functional in other times and cultures. According to Barry, Bacon, and Child (1957), large sex differences in socialization are associated with economies that place a high premium on that superior physical strength which characterizes the male, as well as with societies in which there are large family groups with high cooperative interaction. In societies where the nuclear family -- consisting of husband, wife, and children -- is the mode, sex differences are smaller. Since the nuclear family has no external support, husband and wife must be prepared to take over each other's roles.

Given today's mechanized society, in which physical strength is rarely a necessary requirement for most occupations and the nuclear family is so isolated, large differences in sex roles may no longer be functional. Nor, given the timesaving devices which free persons from many hours of basic household tasks, as well as modern medicine which eliminates the threat of widespread disease, is there as much need for spending time achieving antiseptic cleanliness in the home.

There are several other aspects of contemporary American society which have led to greater career availability for women:

- Changing life styles. Many individuals are questioning whether or not to marry and/or raise children.
- Medical advances. Innoculations and antibiotics help in the prevention or treatment of many childhood diseases, so that measles and the like are no longer major crises which can disrupt one's career.
- Technical advances. Household appliances, improved food processing, easy care clothing, and other technical advances save time in such household tasks as food preparation, laundering, and cleaning.
- Planned parenthood. With more control over reproduction, integration of family and career plans may be facilitated. Moreover, it is now

quite possible to postpone having the first child until one's career is well underway.

- Increased life span. With more years of productive work life, persons can work before, after, or during their childbearing years.

LAWS AND GUIDELINES PROHIBITING DISCRIMINATION IN EDUCATION AND EMPLOYMENT

In the past several years, new laws have been enacted to prohibit discrimination in both education and employment. Many of these laws have been designed to eliminate discriminatory practices on the basis of race, color, religion, and national origin. Since 1972, discrimination on the basis of sex has been included through the extension and enforcement of existing laws. The table on the following page contains a synopsis of the major legislation with which counselors should become familiar.

Many of these laws are having a major impact on instances of discrimination. The *Equal Pay Act of 1963*, for example, prohibits discrimination in salaries on the basis of sex. The Equal Pay Act prescribes that equal pay be given to employees who perform tasks requiring equal skill, effort, and responsibility under similar conditions. This legislation has been used as a legal basis for a variety of court decisions. In 1970, the U.S. Supreme Court ordered the Wheaton Glass Company to pay back over \$900,000 in back wages and interest to women who were being paid 21.5 cents per hour less than men, and doing substantially the same work. In 1973, American Telephone and Telegraph was ordered to award back pay to 15,000 employees. Thirteen thousand of these employees were women who had been given no opportunity to be assigned to better paying jobs. The Wage and Hour Division of the Department of Labor estimates that as of April 1975, over \$108 million is still due to 203,280 working women and men.

Another law which has been utilized frequently is *Title VII of the Civil Rights Act of 1964*. This legislation prohibits discrimination based on race, color, religion, national origin, or sex which affects equal access to jobs. For example, with the exception of jobs within particular religious orders and within the specifications for actor or actress, few job specifications can be legally classified as *bonafide occupational qualifications* to exclude either sex from employment. During the first year of enforcement by the Equal Employment Opportunities Commission, over 40 percent of the complaints charged discrimination on the basis of sex (Bird, 1969). In 1971, over 6,000 charges of sex discrimination alone were filed (Bem and Bem, 1973).

Employees must be alert to discriminatory practices which may still

TABLE I: Federal Laws and Guidelines Concerning Sex Discrimination in Education and Employment

	Equal Pay Act of 1963 as amended by the Education Amendments of 1972	Civil Rights Act of 1964 Title VII, as amended by the Equal Opportunity Act of 1972	Executive Order 11246 as amended by Executive Order 11375 (1967) and Revised Order No. 4 (1971)	Education Amendments of 1972, Title IX	Public Health Service Act, Title VII and Title VIII (1971)
WHAT IS PROHIBITED?	Discrimination in salaries on basis of sex	Discrimination in employment (including hiring or firing, wages, seniority rights, classifying, assigning or promoting employees, training or retraining, job advertising, insurance coverage and benefits, pensions and retirement benefits, and labor union membership) on basis of race, color, religion, national origin, or sex	Discrimination in any aspect of employment (see Civil Rights Act) on basis of race, color, religion, national origin, or sex	Discrimination in employment, admissions and treatment in all educational institutions receiving federal funds, grants, loans, or contracts, on basis of sex	Discrimination in admissions and employment practices at educational institutions receiving grants, loan guarantees, interest subsidies or contracts available under Titles VII and VIII of the Public Health Service Act
WHO IS PROTECTED?	All employees of educational institutions, public and private organizations, and most businesses	All employees of establishments of 15 or more persons (including labor unions, state and local governments, and educational institutions)	All employees of federal contractors and subcontractors, and federally assisted construction projects which have federal contracts over \$10,000. Contractors with over \$50,000 in federal contracts must file affirmative action programs	All employees and students	All students and employees
WHO IS EXEMPTED FROM COVERAGE?	Certain public employees and employers in small retail and service establishments	Some religious institutions may apply religious restrictions only	None	Certain religious institutions and military schools	None
WHO ENFORCES PROVISION?	Wage and Hour Division of Employment Standards Administration of Department of Labor	Equal Employment Opportunity Commission (EEOC)	Office of Federal Contract Compliance (OFCC). OFCC designates the Department of Health, Education, and Welfare as compliance agency for all contracts to educational institutions	Office for Civil Rights of Department of Health, Education and Welfare	Office for Civil Rights of Department of Health, Education and Welfare
HOW IS COMPLAINT MADE?	By letter, telephone, or in person at nearest Wage and Hour Division Office	By sworn complaint on EEOC form	By letter to OFCC or Secretary of the Department of Health, Education, and Welfare	Not specified. A letter to the Secretary of the Department of Health, Education, and Welfare is acceptable	Not specified. A letter to the Secretary of the Department of Health, Education, and Welfare is acceptable

exist, such as:

- Same title, but lower pay, e.g. teacher or coach;
- Same work, but different title with lower pay, e.g. administrative assistant vs. assistant director;
- Same work, same pay, but different qualifications, e.g. recruiting standards may be higher for women than for men; and
- Same work, but different opportunities for promotion.

In addition, affirmative action programs are now required by Executive Orders 11246 and 11375 as outlined by the implementing regulation, Revised Order No. 4. These affirmative action programs are required by all companies with federal contracts of \$50,000 or more and 50 or more employees. Affirmative action may also be required under the other laws mentioned in the table after discrimination is found. Although affirmative action programs are different, they all are designed to assure women and minorities reasonable representation on the basis of availability for each job category within the organization. This is usually done by comparing the number of women and/or minority employees with the labor pool available in the local community.

Until the fall of 1971, with the passage of the Public Health Service Act, no federal legislation prohibited sex discrimination among students at all levels of education. Much broader provisions were outlined when Title IX of the Education Amendments of 1972 was enacted. Title IX prohibited sex discrimination in admissions and treatment of students in all federally assisted education programs. Since that time there has been considerable speculation concerning the changes which will be required to comply with Title IX. The implementing regulation may affect policies relating to competitive athletics, recruiting, admissions, students rules and regulations, financial aid, health care and insurance benefits, housing rules, single-sex courses, textbooks and curriculum and women's studies programs. The full impact of this legislation remains to be seen.

CAREER GUIDANCE FOR THE FUTURE

The introduction to this chapter introduced several changes in contemporary American society which have implications for career guidance: high unemployment, the changing occupational outlook, the oversupply of college graduates, and the growing sense of dissatisfaction on the part of many with the world of work as it is presently constituted. Despite high unemployment and job relocations, however, there is much work to be done. Our society suffers from all the ills of advanced technology and urbanization. Ecological and energy-related problems require the most creative solutions that education, the scientific community and industry can provide. Urban problems call for expanded health, education, transportation, and legal services, and improved urban planning. Even though our economy may no longer be expanding, many are still looking for ways to improve the quality of life. To accomplish this, society must make optimal use of all human potential. Both women and men have a contribution to make to society, as do persons of all races, religions, and ages.

The stage seems to be set. The benefits of sex-fairness are slowly becoming apparent. Society is gaining through the legislation which offers men and women equality in education, training, employment, pay, and advancement. Business and industry are discovering a broader base of qualified people who are eligible for recruitment and full occupational equality. Men and women are encouraged by the greater freedom of choice which is opening to them. This freedom of choice allows them greater opportunities to participate equally in occupational and non-occupational activities which suit their needs and abilities, and which offer more satisfaction to them.

While there are many factors involved, teachers can help students take advantage of these increasing opportunities. Although the current concern about the effects of sex bias on many facets of society is having an impact, it will take years before the educational and employment opportunities for men and women are truly equal. Until that time teachers can play an important role in helping to change "what is" to "what might be."

ATTACHMENT 9

Profile: Sheila

Directions:

1. Develop a profile of Sheila as a female who reflects the social and economic change of the 1970's.
2. Use factual information from the "Changing Realities" sheets (Attachment 8).
3. Complete the profile in the space provided below.
4. Check your answers to questions 7 - 12 against the Answer Key.
5. DO NOT CHANGE your answers if they do not match those listed in the Answer Key. Simply make note of the correct answer next to the appropriate question.

Profile: A Woman of the 1970's

1. Name: Sheila
2. Age:
3. Marital Status:
4. Family Status: (children?)
5. Occupation (s):
6. Education:
7. What is the major reason Sheila works?
8. What average length of her life time can Sheila expect to work outside the home?
9. When compared with the earnings of a man in the same occupational area, Sheila's earnings have _____ (increased, stayed the same, decreased) over the past 10 years.
10. What is the major factor which enables Sheila to enter, re-enter or increase her occupational level in the work force?
11. If Sheila worked in the occupational area in which women make up the highest percentage, that occupational area would be _____
12. If Sheila worked in the occupational area in which the percentages of men and women workers are nearly the same, that occupational area would be _____

ATTACHMENT 10

Profile: Jim

Directions:

1. Develop a profile of Jim as a male who reflects the social and economic change of the 1970's.
2. Use factual information from the "Changing Realities" sheets. (Attachment 8).
3. Complete the profile in the space provided below.
4. Check your answers to questions 7 - 10 against the Answer Key.
5. DO NOT CHANGE your answers if they do not match those listed in the Answer Key. Simply make note of the correct answer next to the appropriate question.

Profile: A Man of the 1970's

1. Name: Jim
2. Age:
3. Marital Status:
4. Family Status: (children?)
5. Occupation(s):
6. Education:
7. What is the major reason Jim works?
8. What average length of his lifetime can Jim expect to work outside the home?
9. If Jim worked in the occupational area in which men make up the highest percentage, that occupational area would be _____
10. If Jim worked in the occupational area in which the percentages of women and men workers are nearly the same, that occupation would be _____

ATTACHMENT 11

What's the Law?

Michael, a buyer for a department store, and Julie, a law school student, have been married for 20 years and have two children. Nora is 17 and Danny is 15. Danny and Nora have recently enrolled in the ECC program in their high school, and are discussing the program with their parents.

Nora talks about the career explorations, and how part of the program involves exploring non-traditional career options. Both Julie and Michael are particularly supportive of the program, especially as it deals with changing male and female roles. Danny says he doesn't know why it's so important to know about things like laws that prohibit discrimination. He doesn't think it happens very often, and what does it do for men, anyway?

Julie takes the opportunity to talk about several cases of discrimination she has studied in her law courses.

DIRECTIONS:

1. Read the brief case studies which follow.
 2. Using applicable information about the laws from "Changing Realities," (Attachment 8), record the law which appropriately deals with each case study.
 3. Check your answers for each case study against the Answer Key. Do not change your answers if they do not match those listed in the Answer Key. Simply make note of the correct answer beside the appropriate case study.
1. Ken was a nurses' aide in a hospital. He enjoyed his work but claimed that he was discriminated against because he was paid less than an orderly in the same hospital. An investigation proved that the duties of a nurses' aide were in reality equal to those of an orderly.
Which law would help Ken? _____
2. Jean worked on the assembly line in a large factory. She needed the salary she earned and was therefore dismayed to learn that she must retire on her next birthday at the age of sixty two. She was even more angry when she discovered that male employees could work until they were sixty five.
Which law would help Jean? _____

ATTACHMENT 11 (continued)

WHAT'S THE LAW?

Case Studies

3. Jim was on the high school wrestling team. During the fall of his senior year he decided to get his body in condition for the upcoming wrestling season by enrolling in a ballet class, which was offered through the adult education program. He was the only male who showed up for the class, and he was denied enrollment. It was explained that the class was open only to females.
Which law would help Jim? _____
4. Mary had applied to be an assistant principal in one of the city high schools. Her education and experience qualified her for the job. A man who was a football coach, however, was given the position. When Mary complained because he appeared to be less qualified than she, she was told that a man was needed in this job because of the discipline problems that an assistant principal must handle.
Which law would help Mary? _____
5. Sue had worked as a bank teller for several years. One day she discovered that a male teller who had started work only recently was being paid a larger salary than she. When she complained, she was told that he was working only temporarily as a bank teller. Soon, she was told, he would begin their management training program and for this reason was entitled to the higher salary.
Which law would help Sue? _____
6. Robert was the only additional worker in a small greenhouse run by an elderly couple. When the original owners of the shop sold the business, the new owner fired Robert because she preferred to have another woman working in her greenhouse. Robert had had three years of experience as a greenhouse worker, and his previous work had brought in more than enough money to cover his salary. He decided to complain.
Which law would help Robert? _____
7. Linda was sixteen years old and was looking for her first job. In the want ad section of the newspaper she saw the name of a restaurant near her home. The ad read "Wanted--busboys' part time." When Linda inquired about the job, the owner of the restaurant told her that he had a policy of hiring only boys for the work.
Which law would help Linda? _____



ATTACHMENT 12

Gender-Free Job Titles

Nora and Danny, two students recently enrolled in the ECC program, are researching information about careers in their respective interest areas. Following are some examples of the occupational titles and occupationally related terms they have read.

- Directions:
1. In the space provided, change each title or term so it is sex-fair..
 2. Use the "Guidelines for Equal Treatment of the Sexes" (Attachment 13)to check the accuracy of your answers.
 3. Do not change your answers if they do not match those suggested in Attachment 13. Simply make note of the sex-fair term under your original answer.

Occupational Titles

businessman

usherette

repairman

mailman

foreman

sculptress

housewife

insurance man

authoress

cameraman

stewardess

ATTACHMENT 12 (continued)

Gender-Free Job Titles

Occupationally Related Terms

chairman

lady lawyer

ATTACHMENT 13

GUIDELINES FOR EQUAL TREATMENT OF THE SEXES

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, New York 10020

Excerpts (pp. 4-11) from McGraw-Hill Guidelines:

should be available
Health care
being provided by qualified
doctors and nurses
man's own personal physician
available.

blonde blonde
brunette brunet

The family were
in their files. And I
accomplished my mission and
a shrewd lawyer.

couple. Henry is a skilled lawyer and Ann is very active in community (e.g. helping civic) affairs.

BRUNSWICK **W** **S** **E** **N** **W** **S** **E** **N**

women's expense -- such as the woman driver or nagging mother-in-law cliches -- are to be avoided.

<u>no</u>	<u>yes</u>
<u>the fair sex; the weaker sex</u>	<u>women</u>
<u>the distaff side</u>	<u>the female side or line</u>
<u>the girls or the ladies</u> (when adult females are meant)	<u>the women</u>

gether
use ho
e cour
the air
pilot.)

wife

in	in	in
for	for	for
less	less	less
dimin.	dimin.	dimin.
ffrage,	ffrage,	ffrage,
rix	rix	rix
ll	ll	ll
on	on	on
as	as	as
as	as	as
or	or	or
at	at	at
in	in	in
the	the	the
part	part	part

ATTACHMENT 13 (continued)

no

The sound of the drilling disturbed the housewives in the neighborhood.

Housewives are feeling the pinch of higher prices

yes

The sound of the drilling disturbed everyone within earshot (or everyone in the neighborhood).

Consumers (customers or shoppers) are feeling the pinch of higher prices.

- e. Women should not be portrayed as needing male permission in order to act or to exercise rights (except, of course, for historical or factual accuracy).

no

yes

Jim Weiss allows his wife to work Judy Weiss works part-time.
part-time.

4. Women should be recognized for their own achievements. Intelligent, daring and innovative women, both in history and in fiction, should be

represented in literature, film, television, and other media whenever possible.

In recognition of the fact that women are generally more numerous than men, it is recommended that the word "man" be used generically to signify humanity at large whenever such a reference is made without producing an awkward or artificial construction.

The word "man" has two meanings: specifically referring to the male gender, but also generically referring to humanity in general. In people today, however, the word "man" is becoming increasingly synonymous with the first meaning (as in man-making). That is, the word is no longer broad enough to be applied to any person or group of persons as a whole. In deference to this position, alternative words should be used in place of man or derivative constructions derived generically to signify humanity at large) whenever such a reference can be made without producing an awkward or artificial construction. In cases where man-words must be used, special efforts should be taken to ensure that pictures and other devices make explicit that such references include women.

Here are some possible substitutions for man-words:

humankind

race, people

primitive man
primitive human
primitive men and women

humanity

50 miles at 60 mph

to the top

but I think
of a

<u>no</u>	<u>yes</u>
manpower.	human power; human energy; workers; workforce
grow to manhood	grow to adulthood; grow to manhood or womanhood

- b. The English language lacks a generic singular noun signifying he or she, and therefore it has been customary grammatically to use masculine pronouns in expressions such as "one... he," "he... an... avoid them just the hypothetical son..."

Various alternatives may be:

(1) Refers to children himself him

him

average A up with
his coffee black

(2) Refers to children himself him

him

Most A
coffee

average A up with
his coffee black

him as is
and cafe

(3) Refers to children himself him

him

average A up with
the coffee black

him six not
per to be
lack the qualifi
success in the success

average A up with
the coffee black

him six not
per to be
lack the qualifi
success in the success

average A up with
the coffee black

him six not
per to be
lack the qualifi
success in the success

between teacher and child. In such case either using the expression he or she or alternating he and she, as appropriate, will be acceptable.

c. Occupational terms ending in man should be replaced whenever possible by terms that can include members of either sex unless they refer to a particular person.

no

congressman

yes

member of Congress; representa-

spokes
A man
lead
the
char
siding
head; Leader;
moderate

comme

MM

ATTACHMENT 13 (continued)

no

the men and the ladies

yes

the men and the women
the ladies and the gentlemen
the girls and the boys

man and wife

husband and wife

Note that lady and gentleman, wife and husband, and mother father
are role words. Ladies should be used for women only when ... are be-
ing referred to as gentlemen. Similarly, women should be called

she

so

her

Mr.

Unsuccess

d. Insofar as possible, job titles should be nonexistent. Different nomenclature should not be used for the same job depending on whether it is held by a male or by a female. (See also paragraph 5c for additional examples of words ending in man.)

<u>no</u>	<u>yes</u>
steward or purser or stewardess	flight attendant
policeman and policewoman	police officer

ATTACHMENT 14

What's the Message?

by a number of procedures, including a physical examination. For example, will reveal a qualified surgeon specialist, the physician, internal medicine, for further examination. The many of his patients to specialists in this way his data indicates a need to

in the field of medical research, although the patients they place in their own hands.

Some physicians teach in medical schools, others are engaged in clinical practice, while he is ideal human

School/Organization _____

M F

Sex

Date _____

CHECKLIST FOR CAREER PLANNING MATERIALS¹

The following checklist provides a series of questions to be considered in evaluating sex fairness in life/career planning materials.

YESNON/A

- | | | | |
|---|------------|-----------|------------|
| 11. If references exist to family responsibility, are there sex-differentiated expectations? Is it assumed, for example, that it's woman's basic responsibility to raise and care for a family? Is it assumed that man's basic responsibility is to be the economic provider? | <u>YES</u> | <u>NO</u> | <u>N/A</u> |
| 12. If references are made to | — | — | — |

ATTACHMENT 15

*Counseling - Related Behaviors: Biased or Fair?

ATTACHMENT 15 (continued)

C. "Jim, your records indicate that you're interested in office occupations and have done well in typing. Have you considered

teaching? I'd like to see what you can do with the next one.

ATTACHMENT 15 (continued)

presentations which are of greatest interest to them by providing them with detailed information about the speakers.

- C. Arrange for female and male speakers in careers traditional and nontraditional to their sex and schedule the presentation in a way which requires students to hear 9 out of 12 speakers.

Situation: Julia, a high school senior, needs summer work to help pay tuition to attend a computer technology school in the fall. She comes to you to ask about summer work. You ask what she likes to do, and she reports that she likes to fix things. You suggest:

- A. that she investigate the "openings for girls" listing on the "jobs for summer" board
- B. that she call an agency which provides temporary office services such as typing, filing, answering the phone, etc., and try to find a placement
- C. that she join a group of students who are organizing a service for doing minor home repairs and lawn and garden work during the summer
- D. that she investigate a new city summer job program which attempts to place women in nontraditional jobs

5. Situation: Mike, a high school junior, would like to enroll in the child development class given by the home economics department. He has always enjoyed baby sitting and last summer worked as a counselor at a day camp. He thinks he might eventually like to be an early childhood or elementary school teacher, but he's afraid he'll be the only boy in the class and the other students will make fun of him. You say to him:

- A. "In this school you have the right to take any class you want."
- B. "Why don't you see if some of your friends interested in child development would join you for the class?"

ATTACHMENT 15 (continued)

- C. "You're probably right about having jokes made about your being in the class. Why don't you wait to take that type of course when you're in college and sign up for some other elective courses."
6. Situation: Anita, a high school sophomore, comes into your office to talk about enrolling in auto body shop next fall. She indicates that she is very interested in taking the course but is afraid that she won't be able to participate in the work placement activities that are part of the program. She has heard that the cooperating businesses will not accept female students. You say to her:
- Responses:
- A. "Well, you know that there are still many employers who are reluctant to hire females in this kind of a job. Maybe we'd better look at some other vocational program for you."
 - B. "You're really interested in this class but are afraid you'll be excluded from the work experience. Under Title IX the school cannot participate in a program that is discriminatory. If we find that employers are discriminating in accepting students, the school can't continue to use the employer as a placement site."
 - C. "Under Title IX students are assured the right of nondiscrimination in all educational programs. Although some employers are reluctant to accept females in job placements, they are required to do so if they are to be involved in the school's program. I think you'll find that many attitudes are beginning to change. You may wish to talk to Sara Jackson who is now an auto mechanic with the Benavediez Car Agency to learn more about her experiences of going into a nontraditional job."
7. Situation: Carol, a high school senior with a good academic record comes in to talk about her post high school plans. She had planned to go to college but is now engaged to be married during the summer. Her fiance has a reasonably well-paying job, but insists that if Carol attended college, a severe strain would be placed on their budget. Carol has no definite career plans. You say:

ATTACHMENT 15 (continued)

- Responses:
- A. "Well, you don't want your marriage to get off on the wrong foot. As long as you're unsure of yourself and college would be a financial strain, you probably should not plan to go to college. If anyone goes to college, it should be your fiance because the man has to earn a living."
 - B. "Since you seem unsure of yourself, let's evaluate your grades and interest scores. Most women will be working outside the home at some time in their lives. It would make sense for you to begin to formulate some definite plans and gain skills which could be used in work outside the home."
 - C. "As long as your future husband can support you, there's no immediate need to worry about your future."

* Adapted from materials developed by Linda B. Stebbins, Nancy L. Ames, and Ilana Rhodes in Sex Fairness in Career Guidance, Cambridge, Mass., Abt Associates, 1975.

ATTACHMENT 16

*Counseling Carol and Frank

DIRECTIONS:

1. Following you will find two case studies of students who are seeking assistance in exploring career decisions. Within each case study you will find a general background statement about a student and examples of sessions with various counselors. Please read each of the cases carefully.
2. Use Attachment 12, "Checklist for Assessing the Counseling Process," to rate EACH COUNSELING SITUATION for both Carol and Frank. (Example: Use one checklist each for Counselors A, B, and C in Carol's situation, and for Counselors A and B in Frank's situation.).
3. Check your answers with those provided in the Answer Key and make appropriate notes.

CASE STUDY 1 - Carol Merritt

Background

Carol Merritt is a very bright, high school junior with demonstrated ability in science, chemistry, biology, and math. The results of standardized tests regularly given by her school indicate that she is in the 90th percentile or above in both aptitude and achievement compared with other students her own age. She won a prize for her last year's biology project. She is self-assured, if a little quiet, and her concern for others is evident in two of her extra-curricular activities: babysitting and helping teach Sunday school.

When her mother was hospitalized, Carol became interested in nursing and began volunteer work at the local hospital as a nurse's aide. This experience has led her to feel that nursing would be an enjoyable career for her, and she receives support in this thinking from her family. Both her mother and father feel that nursing is a very practical vocation, one which can readily be fitted in with marriage and raising children.

As part of the regular counseling program in her school, Carol has taken an occupational inventory. Carol's measured interests correspond to her expressed interests and aptitudes. Her interests correlate most highly with those of women in the following occupations: nurse (.50), science teacher (.48), X-ray technician (.47). Her interests correlate most highly with those of men in the following occupations: pediatrician (.37), dentist (.37), physician (.37), and science teacher (.36).

Counselor A

Counselor A is delighted to talk with Carol. Unlike many other students, Carol seems to know what she wants. Moreover, the inventory results confirm her tentative choice of nursing as a vocation.

Since Carol also shows an interest in science, Counselor A takes some time to point out to Carol the possibilities of a career in science. Carol could teach science, or she might become a lab or X-ray technician. Carol is open to the possibilities in science, but both she and the counselor conclude that as a nurse she could apply her interests in science, her helping nature, and her love for people in a more purposeful and satisfying way.

Having selected a few good three-year nursing programs, for which she will soon apply, Carol leaves the office, content with her choice.

Counselor B

Prior to this meeting, Counselor B reviews the results of Carol's occupational inventory and compares them with Carol's scores on the other standardized achievement tests. These scores and her extracurricular activities show a highly correlated pattern of interests; namely, a sense of dedication to people and a love of science. Moreover, Carol is bright and has leadership qualities which could be developed further.

Taking into account all the information, Counselor B discusses with Carol the possibility of pursuing a five-year Bachelor of Science degree in Nursing. This course of action would offer a great deal more status than a regular nursing program and would also satisfy her intellectual needs. With a five-year degree, Carol might teach and supervise other nurses, using her leadership ability as well.

Carol is extremely pleased upon leaving the counselor's office. A five year nursing program offers her opportunities she has never explored before. She is delighted with the possibility of combining her love of medicine, science, and people in such an integrated fashion.

Counselor C

Counselor C and Carol discuss the results of her occupational inventory carefully. She has scored high in the medical areas, as she had expected.

Considering the scores on the female side of her inventory, however, does not give a complete picture of her interests. Counselor C points out that Carol might also consider the scores from the male side as well. When compared with men, Carol's highest scores continue to be in the medical and scientific areas.

With Carol's aptitude and motivation, Counselor C points out that she might give serious thought to pursuing a vocation as a physician, dentist, or pediatrician. While Carol had never thought of pursuing a professional career beyond the level of nursing, seeing her high scores of these scales triggers her thinking. Of course she will need to consider many things before making her decision: money for school, getting into a good pre-med program, etc. She will need to discuss all the pros and cons with her parents.

CASE STUDY 2 : Frank Courtin

Background

Frank Courtin is the son of a minister. For most of his life he has been an active participant in the programs at the church. During the time Frank has been in high school, he has been teaching a Sunday school class for 3 and 4 year olds. Even though he has been given an opportunity to return to Sunday school classes with his peers, he has insisted that he prefers to work with the children.

Frank was administered a career interest inventory as part of the eleventh grade testing program. His highest scores were on the scales "caring for people," "teaching and social work," and "nursing."

Counselor A

Counselor A immediately shows Frank his scores and indicates that the high scores show a preference for working with people. Since Frank is one of the outstanding students in the high school in terms of high academic grades and leadership in a number of student activities, Counselor A is certain Frank could excel at whatever he selects. Counselor A, however, feels that while these scores probably reflect Frank's socialization as a minister's son, they do not reflect Frank's desire to seek a highly successful professional career.

As Frank and Counselor A discuss the meaning of these high scores, Frank suggests that he's been wondering about what he'd have to do to be trained to work in a day care center. Counselor A, however, suggests that perhaps day care is not really an appropriate choice. After all, Frank has considerable potential and should think about jobs where he could really demonstrate success and earn a substantial salary. Besides, day care is not a field for men.

As they continue to discuss other fields such as law and medicine, Frank concludes that maybe the counselor is right. Working in a day care center probably would not allow him much of an opportunity to be really successful.

Counselor B

When Frank enters the counselor's office, Counselor B has Frank's folder on the desk. Leaving it closed, they begin to discuss some of Frank's activities outside of school. Counselor B notes Frank's enthusiasm when he describes some of his experiences teaching the Sunday school class.

When Counselor B pulls out the interest inventory results, his description of the high and low scores is very thorough. The counselor points out that Frank's pattern of measured interests seem to parallel some of his outside activities. These activities have obviously provided an experiential basis for filling out the inventory.

Attachment 16 (continued)

As Frank and the counselor discuss the implications of the pattern of his scores, Frank suggests that he's been wondering about what he'd have to do to be trained to work in day care. Counselor B points out that there are a large variety of approaches, depending on what level job Frank might wish to have. Each of the levels require different amounts of training, primarily in child development and early childhood education.

Counselor B also points out that day care is not the only kind of job where Frank could easily develop some of his interests in working with children. He could consider others, such as elementary school teacher, social worker, and pediatrician. Whereas, at present, there are many women holding day care jobs, the employment patterns are slowly changing. Both men and women are beginning to select jobs on the basis of interest in doing the work, rather than limiting themselves to traditional selection of men's jobs and women's jobs.

Frank agrees to consider some of the other alternatives and to explore some college catalogs for programs in child development and early childhood education.

ATTACHMENT 16

Counselor A B C
(Circle appropriately)

Student Carol Frank
(Circle appropriately)

* Checklist for Assessing
the Counselling Process

- YES NO Student is encouraged to imagine and/or express personal career/life goals.
- [] [] Student is encouraged to consider career options based on individual interest, ability or talent rather than on traditional masculine or feminine roles.
- [] [] Student is encouraged to consider career options not traditionally associated with that person's gender.
- [] [] Student is encouraged to consider seriously all programs of study, and to make and activate curriculum choices based on interests and talents rather than on gender.
- [] [] Student is not discouraged from taking any class because of gender.
- [] [] Student is provided with suggestions for career exploratory activities and sources of accurate, up-to-date career information in the career resource center which will help expand knowledge of career options.
- [] [] Community exploration experiences are not suggested on the basis of sex, either in terms of who participates or in terms of the particular type of exploration suggested.

Additional Notes:

Adapted from

*Susan Frosch, "Guidelines to Implement Title IX of the Education Amendments of 1972 and to Implement State Board Resolution 1975-001, State Department of Education, 1975).

ATTACHMENT 16

Counselor A B C
(Circle appropriately)

Student Carol Frank
(Circle appropriately)

* Checklist for Assessing
the Counseling Process

- | YES | NO | Student is encouraged to imagine and/or express personal career/life goals. |
|-------------------------------------|--------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Student is encouraged to consider career options based on individual interest, ability or talent rather than on traditional masculine or feminine roles. |
| <input type="checkbox"/> | <input type="checkbox"/> | Student is encouraged to consider career options not traditionally associated with that person's gender. |
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| <input type="checkbox"/> | <input type="checkbox"/> | Community exploration experiences are not suggested, on the basis of sex, either in terms of who participates in terms of the particular type of exploration suggested. |

Additional Notes:

Adapted from

*Susan Frosch, "Guidelines to Implement Title IX of the Education Amendments of 1972 and to Implement State Board Resolution 1074-75 (Circular 1074-75) State Department of Education, 1975)

ATTACHMENT 16

Counselor A B C
(Circle appropriately)

Student Carol Frank
(Circle appropriately)

* Checklist for Assessing
the Counseling Process

- | YES | NO | |
|-------------------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Student is encouraged to imagine and/or express personal career/life goals. |
| <input type="checkbox"/> | <input type="checkbox"/> | Student is encouraged to consider career options based on individual interest, ability or talent rather than on traditional masculine or feminine roles. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Student is encouraged to consider career options not traditionally associated with that person's gender. |
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| <input type="checkbox"/> | <input type="checkbox"/> | Community exploration experiences are not suggested on the basis of sex, either in terms of who participates in terms of the particular type of exploration suggested. |

Additional Notes:

Adapted from

*Susan Frosch, "Guidelines to Implement Title IX of the Education Amendments of 1972 and to Implement State Board Resolution 1974-75" (Mass. State Department of Education, 1975).

ATTACHMENT 16

Counselor A B C / Student Carol Frank
(Circle appropriately) (Circle appropriately)

* Checklist for Assessing
the Counseling Process

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|-------------------------------------|-----------------------------|---|
| YES <input type="checkbox"/> | NO <input type="checkbox"/> | Student is encouraged to imagine and/or express personal career/life goals. |
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| <input type="checkbox"/> | <input type="checkbox"/> | Student is provided with suggestions for career exploratory activities and sources of accurate, up-to-date career information in the career resource center which will help expand knowledge of career options. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Community exploration experiences are not suggested on the basis of sex, either in terms of who participates in terms of the particular type of exploration encouraged. |

Additional Notes

Adapted from

*Susan Frosch, "Guidelines to Implement Title IX of the Education Amendments of 1972 and to Implement State Board Resolution 1971-72 (from the State Department of Education, 1975).

ATTACHMENT 16

Counselor A B C
(Circle appropriately)

Student Carol Frank
(Circle appropriately)

* Checklist for Assessing
the Counseling Process

- | YES | NO | Student is encouraged to imagine and/or express personal career/life goals. |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Student is encouraged to consider career options based on individual interest, ability or talent rather than on traditional masculine or feminine roles. |
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| <input type="checkbox"/> | <input type="checkbox"/> | Student is not discouraged from taking any class because of gender. |
| <input type="checkbox"/> | <input type="checkbox"/> | Student is provided with suggestions for career exploratory activities and sources of accurate, up-to-date career information in the career resource center which will help expand knowledge of career options. |
| <input type="checkbox"/> | <input type="checkbox"/> | Community exploration experiences are not suggested on the basis of sex, either in terms of who participates or in terms of the nature of the opportunities suggested. |

Additional Notes

Adapted from

*Susan Frosch, "Guidelines to Implement Title IX of the Education Amendments of 1972 and to Implement State Programs," U.S. Office of Education, U.S. Department of Education, 1975)

ATTACHMENT 17

Counseling the ECC Student

Directions:

1. Review the information in the theoretical counseling situations you have completed if you feel it will be helpful.
2. Arrange with one of the other teachers in your FCC program for a specific time to observe you in a typical counseling situation with a student.
3. Before the session, give the teacher you choose the "Observation Packet" (following pages). The materials are self-explanatory.
4. Choose one of the students you normally counsel to participate in the session to be observed. Inform the student BEFORE the session about the purpose of the activity. Be sure the student has no objection to participating in the activity.
5. Conduct the counseling session as you normally would with the student, and have the observing teacher record reactions.
6. Discuss the feedback from the session with the observing teacher (you may decide whether or not to include the student in this portion of the activity).
7. File the completed "Observation Packet" in your inservice materials.
8. Act as an observer for another teacher's "typical program."

ATTACHMENT 17 (continued)

OBSERVATION PACKET

Counseling the ECC Student

Instructions for the Observer:

1. Observe a typical counseling session between an ECC student and teacher in your program (as arranged).
2. Use the provided "Checklist for Assessing the Counseling Process" to analyze the session. Complete the checklist WHILE THE COUNSELING SESSION IS IN PROGRESS, including brief examples of the interaction between "counselor" and student.
3. Make any additional notes which you feel are appropriate.
4. After the session, use the completed checklist as a discussion guide with the teacher you observed. Complete items on the "Counseling Session Feedback" sheet as well.
5. Return the complete "Observing the Observation Packet" to the teacher.

ATTACHMENT 17 (continued)
OBSERVATION PACKET

**Counseling Session Feedback
Sheet**

DIRECTIONS: Complete items a, b, and c as you discuss them.

ATTACHMENT 17 (continued)
OBSERVATION PACKET

Date: _____

Student: _____

Student Sex M F

Observer: _____

Teacher: _____

resource center which will help expand knowledge of career options.

ATTACHMENT 18

What is a Non-Traditional Occupation?

- 2) List other sources (organizations, individuals, contacts) you could use to find non-traditional workers or guest speakers. (See G-1)

ATTACHMENT 19

Providing Non-Traditional Career Explorations
and Guest Speakers

for non-traditional explorations.

- c) suggest that students seek out sources of non-traditional sites of particular interest to them.

Guest Speaker

An important way to help students learn about non-traditional sites is through guest speakers or student presentations. A complete Use with Guest Speakers packet is provided to help you conduct this activity.

Discussion

- 1) Read the following questions.
(See Activity Sheet 1.)

Please answer the following questions in the mid-line grid for a writing project.

2) Discuss your answers to the following questions in groups of three or four. This activity may also be used as a lead-in to the presentation of a panel discussion on the topic of non-traditional sites.

3) Complete the following sentence patterns in the mid-line grid for a writing project.

a) I think the most interesting non-traditional site I've ever seen is _____.
b) I think the most interesting non-traditional site I've ever seen is _____.

4) Write a short summary of your discussion.

COMMUNITY SITES FOR NON TRADITIONAL PLACEMENTS

As of March 3, 1978

* KEY: Recruited by: Sue Ackerman, Jeri Aldridge, Rich Berlanti,
David Mangum, Shari Mitchell, Elena Newton,
Mike Patterson, David Reith, Mike Scruggs

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NONTRADITIONAL SITES AVAILABLE THROUGH THE CLEARINGHOUSE

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NONTRADITIONAL SITES AVAILABLE THROUGH THE CLEARINGHOUSE

Johnnie Harper Ford
M. L. Associates

NONTRADITIONAL SITES AVAILABLE THROUGH THE CLEARINGHOUSE

Photo Synthesis, Inc.
Audio Visual Energy
M.S.

Tumbleweed Press
Female photo offset lithographer
M.S.

GUIDELINES FOR USE WITH GUEST SPEAKERS*

CDEALED SELECTION.

1. *What is the primary purpose of the study?*

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2098-2099
2099-20100

REFERENCES

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10. The following table shows the number of hours worked by each employee in a company.

1. *What is the primary purpose of the study?*

1 4 1 1

WHILE SPEAKERS ARE VISITING YOUR CLASSROOM:

- Have the speakers talk with other faculty members during a coffee break or over lunch.
- Utilize media equipment and tape (audio and/or video) while speakers

ATTACHMENT 20 (continued)

SPEAKER RECORD*

Please take the time to fill out the following record and evaluation of your speaker. These records will enable other

track

(cont.)

Speaker

Speaker

Date

Time

Place

Topic

Length

Rating

Comments

What improvements do you suggest for future presentations of this nature (organization, content, presentation, etc.)?

What other resources or aid does this speaker have to offer our school? (Such as speakers, information for students, materials, etc.)

Adapted from "Explorations in Career Education," a publication of the Industrial Education Foundation, California, Burlingame, Calif., formerly San Mateo.

SPEAKER

MUTUAL INTERVIEW

C - 1 SPEAKER

1. Personal Name _____ Discharge _____

City of Residence _____ Family _____

High School _____ College _____

Special Training _____

Major Studies _____

Special Activities _____

Professional Aspirations _____

Past Occupation _____

Current Occupation(s): _____

Community Organizations or Activities: _____

What briefly are personal qualities that you feel are desirable and appropriate young people enter the field?

What opportunities exist in your field for females or males (any non-traditional opportunities)?

A. Public Special Interests:

B. Private Information or Comments:

Adapted from "Explorations in Career Education," a publication of the Industry Education Council of California, Burlingame, California.

SPEAKER PRESENTATION GUIDE*

Dear

Thank you for agreeing to speak with our students on

The following guidelines may help you in making your presentation. Please include the appropriate information and feel free to add anything else that will be helpful to students in learning about your field.

FOR "FIRST" SPEAKER:

What is your occupation?

Description of occupation, place of employment, working hours. Specific information regarding special tools, equipment, or working conditions.

What opportunities does your occupation or field offer?

Method and level of entry. Wage or salary scale. On-the-job training. Advancement possibilities. Fringe benefits. Unusual advantages (travel, community service). Personal and professional satisfactions.

What disadvantages?

Long training preceding earnings. Unusual hazards. Particular physical or emotional demands.

How can students prepare themselves?

Skills and abilities needed. Character or personality demands. Physical capacities. Educational requirements. Opportunities for pre-vocational experience. Licensing or certification requirements. Age, experience, trade union affiliation.

Is your field growing or declining?

Outlook for continued employment. Time lapse between high school and employment.

*Adapted from "Explorations in Career Education," a publication of the Industry-Education Council of California, Burlingame, California. U.S. Office of Education funded demonstration project.

SPEAKER EVALUATION**SHEET ***

Name of Student

Date of Speaker Visit:

School

Speaker's Name and Subject (or occupation)

The Presentation:

Please answer the following questions briefly.

1. How much did the speaker say that you understood?
2. How much did the speaker relate to your class?
3. How much did the speaker relate to your work?
4. How helpful was the speaker to your interests?
5. How much knowledge have you gained about the speaker's career?
6. What else would you like to know about the speaker's career?
7. How much would another speaker from a different career interest you?

What did you like best about this speaker? Comment

What did you like least:

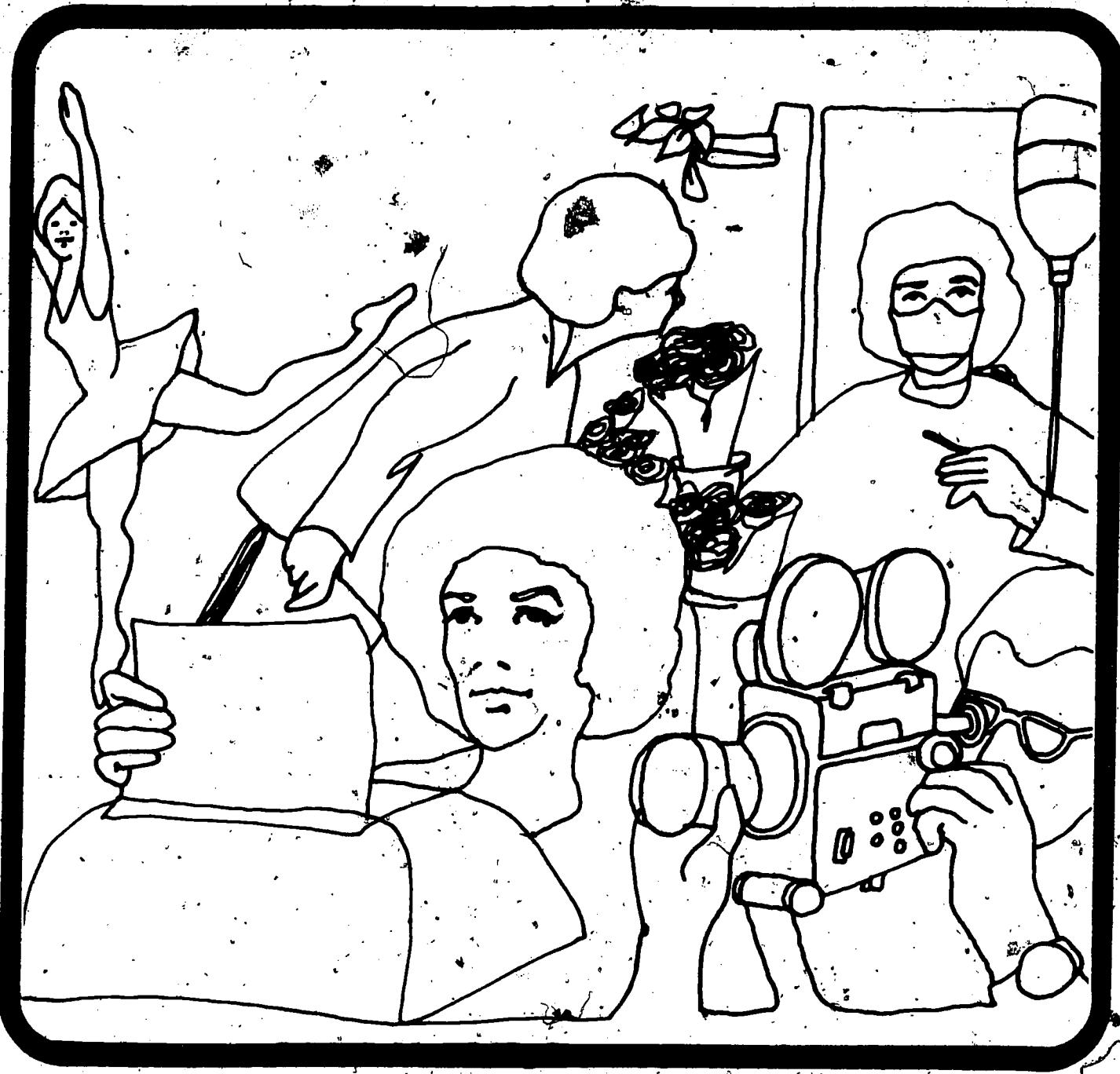
*Adapted from "Explorations in Career Education," a publication of the Industry-Education Council of California, Burlingame, California, U.S. Office of Education funded demonstration project.

ATTACHMENT 21

EXPLORING A NON-TRADITIONAL OCCUPATION

SUGGESTED INTERVIEW QUESTIONS

1. What are the barriers, if any, that you confronted in getting this job?
2. Have you experienced any legal recourse? In other words, did you have to take legal action to gain adequate compensation for the job?
3. Upon entering the job, what were your feelings about your experience in a non-traditional role?
4. Did you find any family opposition to your entering this career?
5. What were the responses (positive/negative) from your friends?
6. What were the responses (positive/negative) from people you dealt with?
7. Are your opportunities for advancement the same as men in the opposite sex?
8. Have you found any physical demands that you could not meet at first or that you have had to overcome?
9. If you were to be transferred from this area, would your husband/wife be willing to go with you? Why or why not?
10. What is the ratio of males and females in the field in this occupation within your community?



Career Exploration Guide

Student _____

Company or agency _____

Community instructor _____

Address _____

Telephone _____

Starting date _____

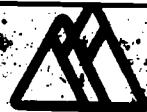
Completion date _____

Student Checklist

- Complete the questions on page 1 using materials in the career resource area.
- Complete the values checklist on page 9 of this guide.
- On pages 10 and 11 of this guide, copy basic skills tasks from the Site Analysis Form.
- Go to the site and meet the community Instructor
- Arrange your exploration schedule with the community Instructor and fill out time contract cards.
- Interview the community Instructor and record your interview in writing or on tape.
- Gather information about the job you're exploring; keep printed materials in this guide.
- Answer questions in this guide.
- Use materials such as photographs, sketches, cut outs, or sample materials from the site to describe the site.
- Draw a floor plan, provide a map, or write a description of your community Instructor's work area.
- Record job skills required and note whether you can do them.
- Complete the basic skills tasks.
- Write a summary of how you feel about this exploration on the Comment Page.
- Check one of the three boxes on the inside back cover.
- Turn this guide over to your community Instructor to evaluate and sign if it is satisfactory.
- Write a thank-you letter to your community Instructor and file a copy of it in this guide.
- Turn in the Exploration Guide to school staff for evaluation; if it is unsatisfactory or incomplete, continue working on it until it is accepted by staff as satisfactory.

Fill in the dates and hours you have agreed to be at the job site.

Week of	Monday	Tuesday	Wednesday	Thursday	Friday



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Adapted by the Jefferson County Public Schools.

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Getting Started on Your Career Exploration

Before you explore the job, based on information from the Occupational Outlook Handbook or the career resource area, fill out the following information.

Job Title _____

Nature of Work _____

Places of Employment _____

Training, Other Qualifications and Advancement _____

Employment Outlook _____

Earnings and Working Conditions _____

Get the Following Information From the Community Resource File:

Time Arrangement _____

Clothing Requirement _____

Safety/Equipment _____

Special Requirements _____

I M Certification

Interview Your Community Instructor

Using topics and questions suggested below, interview your community instructor. You may record the interview in one of the following ways:

- use a tape recorder to capture the entire interview as it happens, or
- take notes as you conduct the interview and then summarize or report on it by talking into a tape recorder, or
- take notes as you conduct the interview and then write them up into a short paper.

(Check the box in front of the option you choose.)

SUGGESTED INTERVIEW TOPICS

Working conditions: hours, environment, fringe benefits, salary, advancement opportunities, legal issues, job interest and variety

Products and services offered: what the job site produces, how its activities relate to community needs and to the consumer economy

Organizational structure: the company's management patterns, where and how decisions are made and communicated to employees, channels employees have to air their needs and criticisms

Specific job qualifications: legal (such as, age limits, need to be bonded, etc.), physical, psychological, prerequisite training and educational credentials

SUGGESTED INTERVIEW QUESTIONS

What do you do during a typical day - the same things over and over, or something different?

How did you get started in this job?

What are the special training, schooling, experience requirements?

What are the opportunities for advancement?

What is the estimated salary range?

How long have you been on this job?

How long have you been with this company?

What previous jobs have you held?

What do you like and dislike about your job?

File your interview inside the back cover.

Look At Job Site Requirements

Physical Requirements

Here are some examples of physical requirements that might be particularly necessary for certain jobs:

- | | |
|-------------------------------|--|
| Special height. | Ability to sit long periods |
| Special weight | Driving ability |
| Adequate vision | Special voice qualities |
| Ability to distinguish colors | Special appearance |
| Physical strength | Ability to stand long periods |
| Ability to stoop long periods | Ability to lift weights over 50 pounds |

Look at the job you are exploring, list the physical requirements for it, and whether you have them or not. (Remember, you may find ones not listed above.)

Physical Requirement

I Have It I Don't Have

"

Training and Experience (To be obtained from your community instructor)
What are the educational and/or special training requirements of this job?

What kinds and lengths of experience are required by this job?

Describe the Company or Agency Where Your Job Site Is Located

(Use correct English and complete sentences)

Does it provide a service for customers or the public? Yes No

Does it manufacture a product? Yes No

Does it sell a product or products? Yes No

Describe the service or product:

Describe the Job You Are Exploring

What kinds of equipment and tools are used on this job?

What are some activities and work tasks typical of this job?

Describe the Site With Pictures and Words

Put photographs, magazine cut outs, samples, or cartoons in the boxes provided below. Write descriptions of services, products, equipment or people that are in the boxes. Use correct English and complete sentences.

Examine Your Job Interests and Aptitudes

One way to match or mismatch yourself with a job is to compare the job with things you enjoy doing, are capable of doing or would like to learn. In the following activities, analyze the skills and tasks required by the job you are exploring and compare them with your own preferences and abilities.

	Give an example from the job	Do you like to do this?	Can you do it?
Working with things			
Precision work			
Operating equipment			
Handling materials			
Working with information			
Interpreting facts			
Organizing and using information			
Copying, sorting, and putting things together			
Working with numbers or words			
Working with people			
Counseling			
Discussing and bargaining			
Supervising			
Selling			
Teaching			

What do you consider to be the skills and aptitudes most necessary to performance of this job?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

List the skills and aptitudes you think you would have to learn in order to do this job, and suggest ways you think they could be learned (for example, on the job, college courses, company training programs, etc.).

Skills

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Ways You Could Learn Them

- _____
- _____
- _____
- _____
- _____
- _____

What interests and aptitudes do you have that might not be exercised in performing this job?

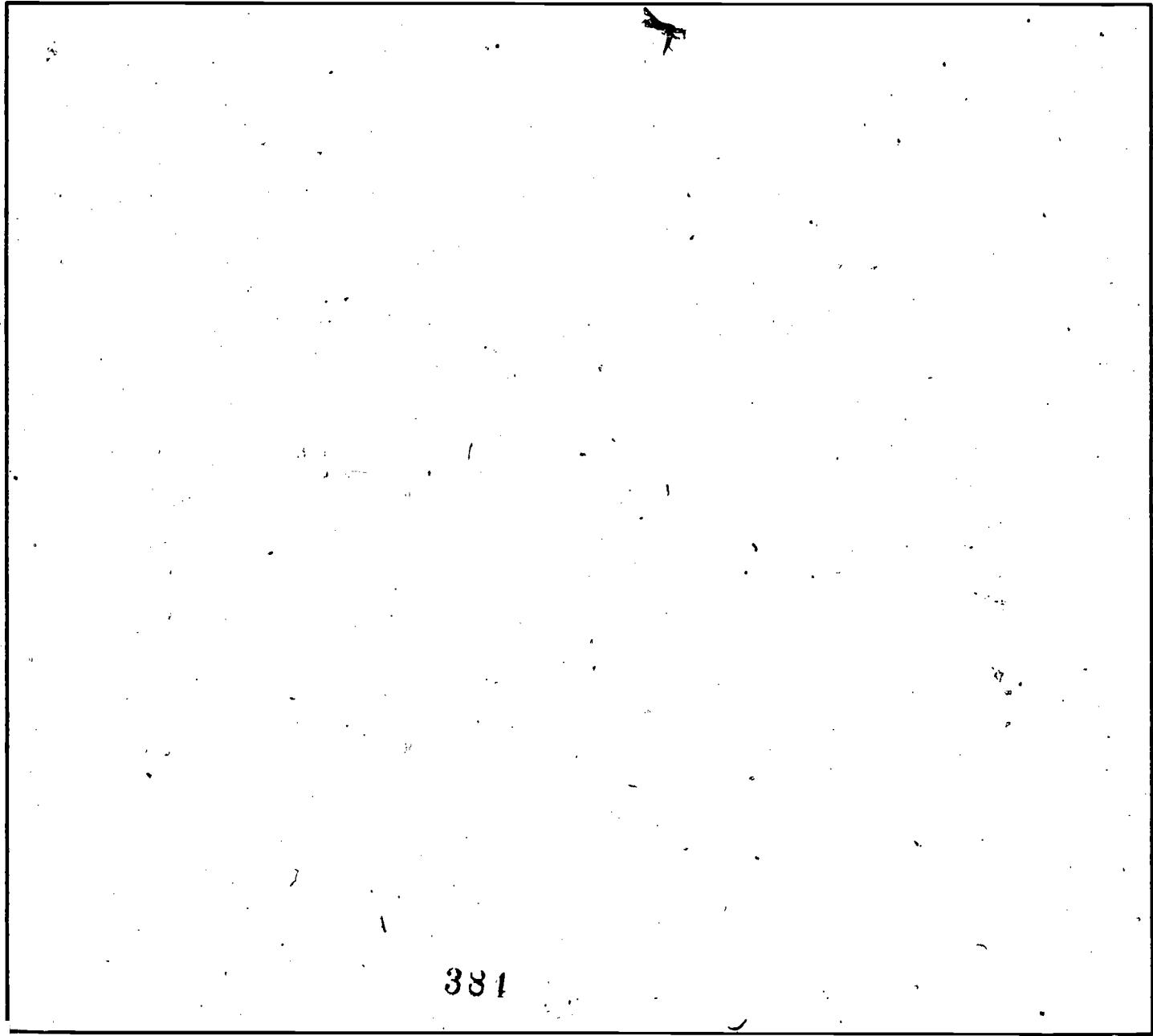
Do you think you could satisfy these things outside the job?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Map Out Your Work Environment

The actual physical environment where you work can have very important effects on your job satisfaction and general sense of well being. With this in mind, neatly draw the floor plan, provide a map, or a written description of the work environment of the job site you are exploring in the space below.

On the floor plan, identify and show locations of equipment, stock, merchandise and so forth. Put an "X" to locate your community/instructor's primary work area. Also indicate locations of windows, other light sources and heating/cooling vents in relation to this primary work space. Emphasize details you especially like or dislike — such as a window view of a beautiful tree or a source of cold air on your neck.



Think About Values or Principles

Before exploring the job, look at the values and principles listed below. Check those that are important to you and add others if you wish. Think about whether they might conflict with requirements of the job you are going to explore or might make the job especially desirable.

Personal values	Social values	Work values
<input type="checkbox"/> independence	<input type="checkbox"/> human rights	<input type="checkbox"/> job security
<input type="checkbox"/> surroundings	<input type="checkbox"/> group rights	<input type="checkbox"/> wages and benefits
<input type="checkbox"/> loyalty	<input type="checkbox"/> equal opportunities	<input type="checkbox"/> competition
<input type="checkbox"/> self-satisfaction	<input type="checkbox"/> environment issues	<input type="checkbox"/> advancement
<input type="checkbox"/> leadership	<input type="checkbox"/> teamwork	<input type="checkbox"/> status
<input type="checkbox"/> appearance/grooming		

After exploring the job, think again about personal, social and work values and answer the following questions.

Personal Values

Does your community instructor work alone or with many people? _____

Is the work area comfortable, safe and well-lighted? _____

What are the special rules for appearance? _____

Describe opportunities to show independence and leadership _____

Social Values

Can workers of either sex work in this job? (If not, why not?) _____

Give an example of this company's or agency's concern for protecting the environment _____

Is there a procedure for workers to influence decision making? _____

Work Values

What wages are paid for a beginning worker in the job you explored? _____

Is there a union or bargaining group to represent workers? _____

Is there a group insurance plan here? _____

What are the opportunities for promotion? _____

Does this company provide in-service training for employees? _____

Communications Skills Required by This Job

Find the Site Analysis form for this site in the Community Resource File. The community instructor has described actual job tasks requiring communications skills.

Copy those tasks below and verify with your community instructor that they are still necessary tasks for the job you are exploring. (If any of them is not, ask your community instructor to write another task for you.)

Perform all tasks. Have your community instructor check off the appropriate box for each task and sign the form.

1. _____

Performed satisfactorily Performed with difficulty Observed

2. _____

Performed satisfactorily Performed with difficulty Observed

3. _____

Performed satisfactorily Performed with difficulty Observed

4. _____

Performed satisfactorily Performed with difficulty Observed

5. _____

Performed satisfactorily Performed with difficulty Observed

Community Instructor

Date

Mathematics Skills Required by This Job

Find the Site Analysis form for this site in the Community Resource File. The community instructor has described actual job tasks requiring mathematics skills.

Copy those tasks below and verify with your community instructor that they are still necessary tasks for the job you are exploring. (If any of them are not, ask your community instructor to write another task for you.)

Perform all tasks. Have your community instructor check off the appropriate box for each task and sign the form.

1. _____

Performed satisfactorily Performed with difficulty Observed

2. _____

Performed satisfactorily Performed with difficulty Observed

3. _____

Performed satisfactorily Performed with difficulty Observed

4. _____

Performed satisfactorily Performed with difficulty Observed

5. _____

Performed satisfactorily Performed with difficulty Observed

Community Instructor

Date

Comments and Evaluations

Student: Write about this job site summing up your reaction to it, particularly how it matches up with your career expectations. This section is to be completed before your community instructor completes his/her evaluation.

Signature

Date

Community Instructor: Describe briefly your evaluation of the student's performance, in this exploration.

_____ has completed
this Exploration Guide to my satisfaction

Signature

Date

School Staff: Write your evaluation of this exploration.

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Signature

Date

Use this area for company materials such as brochures, organizational charts, job descriptions, employee handbooks, legal codes applicable to the job and other items of interest.

Also file a copy of your interview and thank-you letter here.

To the student: Based on the exploration you just completed, check one of the statements below that best fits how you feel.

- I do not want to explore this kind of job further.
- I want to explore this kind of job further, but on another site.
- I do not want to explore this kind of job right now, but I may want another look in the future.

Where Does Your Job Fit?



ATTACHMENT 22

Promoting Parent Involvement

Parents can be invaluable resources for the ECC program - as guest speakers, as workers in a variety of occupations, and as sources for suggestions for potential community sites.

However, it is also important for parents to understand and support the activities regarding male/female roles in which their youngsters are involved. Parents can become direct observers and participants, but most often, they need to be encouraged and invited to participate. Students can also help with this.

Directions:

1. In the space provided, generate a list of ways you could involve parents in ECC students' non-traditional activities:

a. accompany student on a non-traditional exploration e. _____

b. _____ f. _____

c. _____ g. _____

d. _____ h. _____

2. For each of the ways you listed, tell what method(s) you would use to inform, invite or recruit parents to participate.

a. _____ e. _____

b. _____ f. _____

c. _____ g. _____

d. _____ h. _____

3. List several ways students could help get their parents involved:
-
-
-

4. Invite parents to participate in a non-traditional ECC activity with students:

- a) determine the appropriate activity(ies).
- b) create a flyer or invitational letter
- c) mail the invitation to parents or send invitations home with students.
- d) conduct the activity(ies)
- e) have parents evaluate the activity in verbal or written form (eg., for a guest speaker presentation, have parents complete an evaluation form; for a career exploration, have parents complete some portion of the Career Exploration Guide or make a "mock" journal entry.)

ATTACHMENT 7

ANSWER KEY

Would You Have Guessed....?

- | | |
|---|---------|
| 1. a | 7. true |
| 2. c | 8. c |
| 3. c | 9. c |
| 4. false (men lose slightly more) | 10. a |
| 5. a | 11. c |
| 6. false (2 out of 3 wanted permanent jobs) | 12. c |

ATTACHMENT 9
ANSWER KEY
Profile: Sheila

7. economic need
8. 20 - 25 years (average for all women)
40 - 45 years if single
9. decreased
10. increased amount or level of education
11. clerical workers
12. professional and technical workers

ATTACHMENT 10
ANSWER KEY
Profile: Jim

7. economic need
8. 43 years
9. craft workers
10. professional and technical workers

ATTACHMENT 11
ANSWER KEY
What's the Law?
Case Studies

1. Equal Pay Act, 1963
2. Civil Rights Act, 1964
3. Title IX of the Education Amendments of 1972
4. Title IX
5. Equal Pay Act
6. None
7. Civil Rights Act

School/Organization _____

M F

Sex:

ATTACHMENT 14

Answer Key

Date _____

What's the Message?

CHECKLIST FOR CAREER PLANNING MATERIALS¹

The following checklist provides a series of questions to be considered in evaluating sex fairness in life/career planning materials.

1. Do the illustrations show men in traditional masculine careers and/or women in traditional feminine careers? _____
2. Do the illustrations show women predominantly as helpers, and/or men as leaders or figures of authority? _____
3. Do the illustrations show women mainly in passive postures (such as watching, sitting or waiting) and/or men in active postures? _____
4. Do the illustrations in general show women as smiling and pleasant? _____
5. Do the illustrations in general show men as serious and thoughtful? _____
6. In careers traditionally considered as "masculine," is the female figure shown less frequently as the career representative than the male figure? _____
7. Is the generic "he" used for traditional male occupations, and/or the generic "she" for traditional female occupations? _____
8. Are women encouraged to consider traditional female roles and/or men encouraged to consider traditional male roles? _____ _____
9. If occupational titles are used, are they sex-biased; for example, "fireman" rather than "firefighter," or "mailman" rather than "mail carrier?" _____ _____
10. Is there evidence of tokenism? For example, one or two striking examples of equal sex treatment may be presented, but the material overall may be dominated by male role models and/or sex-biased language. _____ _____

YES NO N/A

¹ Adapted from materials prepared by Jan Birk for Title IX Equity Workshops Project

² Items 7 through 12 are adapted from Women on Words and Images, Help Wanted: Sexism in Career Education Materials. New York: Educational Products Information Exchange, 1975.

YES NO N/A

11. If references exist to family responsibility, are there sex-differentiated expectations? Is it assumed, for example, that it's woman's basic responsibility to raise and care for a family? Is it assumed that man's basic responsibility is to be the economic provider?

X

12. If references are made to appearance, physical qualities or personality traits as being significant factors related to success, are they sex-biased? For example, is being a nurturant person related to being a successful nurse?

X

13. Is there evidence of sex-biased language, such as using "man" or "mankind" rather than "people" or "persons"--and using forms of the masculine pronoun (he, his, etc.) to refer to people in general?

X

14. If the setting of the illustrations is outdoors, are men predominantly featured in the outdoor setting?

X

15. If the materials are mediated (film, filmstrip, slide/tape) is the narration done largely by a male? a female? both?

N/A

16. List additional instances of bias (if any) in language or implication:

N/A

17. List instances of sex-fairness and affirmative language or implications (be careful to distinguish this from "tokenism"):

The language is relatively sex-fair, but the pictures relay a definite message.

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ATTACHMENT 15
ANSWER KEY
Counseling - Related Behaviors: Biased or Fair?

1. B/D A

B/D B

A C

F D

2. B/D A

F B

3. B/D A

F B

A C

4. B/D A

B/D B

F C

A D

5. F A

A B

B/D C

6. B/D A

F B

A C

7. B/D A

A B

B/D C

ANSWER KEY

ATTACHMENT 16

Counselor A B C
(Circle appropriately)

Student Carol Frank
(Circle appropriately)

Checklist for Assessing
the Counseling Process *

- | YES NO | | |
|-------------------------------------|--|---|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> interest inventory | Student is encouraged to imagine and/or express personal career/life goals. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> but limited | Student is encouraged to consider career options based on individual interest, ability or talent rather than on traditional masculine or feminine roles. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Student is encouraged to consider career options not traditionally associated with that person's gender. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Student is encouraged to consider seriously <u>all</u> programs of study, and to make and activate curriculum choices based on interests and talents rather than on gender. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> not suggested | Student is <u>not</u> discouraged from taking any class because of gender. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Student is provided with suggestions for career exploratory activities and sources of accurate, up-to-date career information in the career resource center which will help expand knowledge of career options. |
| <input type="checkbox"/> | <input type="checkbox"/> not suggested at all. | Community exploration experiences are <u>not</u> suggested on the basis of sex, either in terms of who participates or in terms of the particular type of exploration suggested. |

Additional Notes:

Adapted from

*Susan Frosch, "Guidelines to Implement Title IX of the Education Amendments of 1972 and to Implement State Board Resolution 1974-75" (Maryland State Department of Education, 1975).

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ANSWER KEY

ATTACHMENT 16

Counselor A B C
(Circle appropriately)

Student Carol Frank
(Circle appropriately)

Checklist for Assessing
the Counseling Process*

- | YES | NO | |
|-------------------------------------|-------------------------------------|---|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Student is encouraged to imagine and/or express personal career/life goals. |
| interest inventory | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Student is encouraged to consider career options based on individual interest, ability or talent rather than on traditional masculine or feminine roles. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Student is encouraged to consider career options not traditionally associated with that person's gender. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Student is encouraged to consider seriously <u>all</u> programs of study, and to make and activate curriculum choices based on interests and talents rather than on gender. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Student is <u>not</u> discouraged from taking any class because of gender. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Student is provided with suggestions for career exploratory activities and sources of accurate, up-to-date career information in the career resource center which will help expand knowledge of career options. |
| <input type="checkbox"/> | <input type="checkbox"/> | Community exploration experiences are <u>not</u> suggested on the basis of sex, either in terms of who participates or in terms of the particular type of exploration suggested. |
| not suggested at all. | | |

Additional Notes:

Adapted from
*Susan Frosch, "Guidelines to Implement Title IX of the Education Amendments of 1972 and to Implement State Board Resolution 1974-75" (Maryland State Department of Education, 1975).

ANSWER KEY

ATTACHMENT 16

Counselor A B C
(Circle appropriately)

Student Carol Frank
(Circle appropriately)

Checklist for Assessing
the Counseling Process *

- | YES | NO | |
|-------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Student is encouraged to imagine and/or express personal career/life goals.
<i>interest inventory</i> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Student is encouraged to consider career options based on individual interest, ability or talent rather than on traditional masculine or feminine roles.
<i>affirmative</i> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Student is encouraged to consider career options not traditionally associated with that person's gender. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Student is encouraged to consider seriously <u>all</u> programs of study, and to make and activate curriculum choices based on interests and talents rather than on gender. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Student is <u>not</u> discouraged from taking any class because of gender.
<i>not suggested</i> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Student is provided with suggestions for career exploratory activities and sources of accurate, up-to-date career information in the career resource center which will help expand knowledge of career options. |
| <input type="checkbox"/> | <input type="checkbox"/> | Community exploration experiences are <u>not</u> suggested on the basis of sex, either in terms of who participates or in terms of the particular type of exploration suggested.
<i>not suggested at all.</i> |

Additional Notes:

Adapted from

*Susan Frosch, "Guidelines to Implement Title IX of the Education Amendments of 1972 and to Implement State Board Resolution 1974-75" (Maryland State Department of Education, 1975).

ANSWER KEY
ATTACHMENT 16

Counselor A B C
(Circle appropriately)

Student Carol Frank
(Circle appropriately)

Checklist for Assessing
the Counseling Process *

- | | | |
|-----|----|--|
| YES | NO | |
|-----|----|--|
- Student is encouraged to imagine and/or express personal career/life goals.
- Student is encouraged to consider career options based on individual interest, ability or talent rather than on traditional masculine or feminine roles.
- Student is encouraged to consider career options not traditionally associated with that person's gender.
- Student is encouraged to consider seriously all programs of study, and to make and activate curriculum choices based on interests and talents rather than on gender.
- ^{none suggested.} Student is not discouraged from taking any class because of gender.
- Student is provided with suggestions for career exploratory activities and sources of accurate, up-to-date career information in the career resource center which will help expand knowledge of career options.
- Community exploration experiences are not suggested on the basis of sex, either in terms of who participates or in terms of the particular type of exploration suggested.
^{not suggested at all.}

Additional Notes:

Adapted from
*Susan Frosch, "Guidelines to Implement Title IX of the Education Amendments of 1972 and to Implement State Board Resolution 1974-75" (Maryland State Department of Education, 1975).

ANSWER KEY

ATTACHMENT 16

Counselor A

(B) C

(Circle appropriately)

Student Carol

Frank

(Circle appropriately)

Checklist for Assessing
the Counseling Process *

YES



NO



Student is encouraged to imagine and/or express personal career/life goals.



Student is encouraged to consider career options based on individual interest, ability or talent rather than on traditional masculine or feminine roles.



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Student is provided with suggestions for career exploratory activities and sources of accurate, up-to-date career information in the career resource center which will help expand knowledge of career options.



Community exploration experiences are not suggested on the basis of sex, either in terms of who participates or in terms of the particular type of exploration suggested.



very limited

not suggested at all.

Additional Notes:

Adapted from

*Susan Frosch, "Guidelines to Implement Title IX of the Education Amendments of 1972 and to Implement State Board Resolution 1974-75" (Maryland State Department of Education, 1975).